English for Ethiopia

Teacher Guide

GRADE 2

Federal Democratic Republic of Ethiopia
Ministry of Education

English

for Ethiopia



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Introduction

The purpose of this Teacher Guide is to help Grade 2 English Language teachers to implement the syllabus in the classroom. Hence, the guide provides you with guidelines and directions to help you plan and deliver teaching and learning activities for the achievement of the competencies addressed in the syllabus through the contents incorporated in the student's textbook.

The guide provides you with information and processes to teach required knowledge, skills and attitudes at this level and develop teaching programs that best fits to the real context in your classroom. In addition to giving you the general framework and procedures, the guide also helps you to plan daily lessons ahead and deliver the lessons effectively. What is more, the teacher guide also gives you direction on how to plan and assess students' progress and achievement

For smooth and efficient handling of lessons in the students' textbook, the teachers are required to read carefully and use the guidelines in the Teachers Guide to plan and develop teaching and learning programs.

Grade 2 *English for Ethiopia* focuses on initial and basic level of English Language aiming at enabling the pupils master initial level listening, speaking, reading and writing. At this level the students learn to listen and appropriately respond to simple expressions used in communication, study common words, listen to and discriminate common sounds and words, read aloud short expressions and copy/write simple sentences. The topics addressed in all the units of the textbook are related to the students' surrounding so as to encourage their engagement in the activities and relate their lessons to life beyond the classroom. But as the students might come from different backgrounds, the teachers need to contextualize activities so as to help the kids learn better. The activities under each lesson are designed to encourage students' curiosity and desire for exploring their immediate surrounding. The contents of the textbook are also designed to hone the values of collaboration, tolerance, respect, equity, patriotism and hospitality among the students from early grade levels. Hence, the teacher should be conscious about these values and help the children develop them both in teaching the content as well as through using appropriate pedagogical strategies suggested.

In addition, this material helps you to understand the nature of teaching early grade children teaching ELT and it highly focus on teaching oral skills and the approach adapted in this new curricular material.

The students' text is divided into five main sections *Listening and Speaking*, *Initial Reading, Word Study*, *Expressions* and *Initial Writing*. The Minimum Learning Competence (MLC) the students need to master under these sections at this grade level are listed below.

MLC for Oral Language (Listening and Speaking)

- *Recognize and spell high frequency topic-based vocabulary*
- *Recognize words related to days of the week*
- *Listen to songs on home village*
- *Listen to a story of a family*
- *Ask simple questions and give answers*
- *Describe a family tree*
- *Listen for specific points*
- *Listen and identify specific sounds and words*
- *Listen and say out sounds and words correctly*
- *Listen to short texts and identify important words.*
- *Say words aloud*
- *Speak about their favorite food.*
- *Identify consonants at the word initial*
- *Listen and pronounce words correctly.*
- *Listen for specific information.*
- *Listen and locate explicitly stated information in short texts.*
- *Use simple sentences to talk about environmental pollution*

MLC for Initial Reading

- *Read simple story on family*
- *Read a short description of a villages*
- *Read aloud vowels and consonants correctly.*
- *Identify vowel and consonant sounds*
- *Read and match pictures*
- *Read short texts and locate specific words/phrases*
- *Read short paragraphs and identify clearly indicated information.*
- *Read and find words to complete sentences and short texts.*

MLC for Word Study

- *Use words related to family*
- *Use correct English words to tell parts of a tree.*
- *Use correct words/phrases to talk about the importance of forest/trees*
- *Identify and use words, phrases or expressions related to forests or trees to write short sentences*

- *Read words aloud correctly*
- *Read short sentences aloud correctly*
- *Read and identify specific information from a written text.*
- *Answer questions by reading short texts*
- *Make simple sentences using words of quantity or amount.*
- *Use singular and plural nouns correctly.*
- *Use word to make short sentences*

MLC for Expressions

- *Use 'has and have' to talk about possessions or what another person or thing own*
- *Use simple sentences to speak about their likes and dislikes*
- *Use personal pronouns to talk about oneself*
- *Use personal pronouns to make simple sentences*

MLC for Initial Writing

- *Write/Spell words related to days of the week*
- *Recognize and spell key words in simple sentences*
- *Use capital letters to spell words referring to days of the week*
- *Use small letters to spell words referring to days of the week.*
- *Write, spell and recognize words*
- *Recognize and spell key words in simple sentences.*
- *Spell words referring to traffic light colors*
- *Write sentences related to their parents.*
- *Write about their family tree using a model text*
- *Constructions short and simple sentences.*
- *Complete short texts by writing simple words and phrases*
- *Write sentences using words selected from a short reading text*
- *Write down words taken from reading texts*
- *Unscramble letters to make words*
- *Unscramble words to make sensible sentences*
- *Write short sentences about their favorite food*
- *Copy down words, phrases and sentences from chalkboard*
- *Make sentences using the given words.*
- *Fill gaps with words to make complete texts.*
- *Put sounds in correct order to form words*
- *Reorder words to make sensible sentences*
- *Make sentences using words selected from a reading text*

Guide on Lesson Planning

Before teaching a unit, teachers should follow these steps in order to teach it successfully:

- Familiarise yourself with the content by reading through the notes and exercises in the Students' Book, as well as the corresponding notes in the Teacher's Guide.
- Make a note of the objectives listed at the start of each unit in the Teacher's Guide and see where these tie in with your syllabus.
- Collect and prepare any materials or resources that are listed in the Teacher's Guide. You are encouraged to be conscious about the different needs of your students (particularly students with special needs) and collect or create resources from the local materials at your disposal. Be sure to plan ahead.
- Plan what exercises you will teach during the lessons you have available. For your convenience each unit is broken down into lesson plans for each week suited to 40-minute lessons, but some may take more time and some less depending on the nature and status of your students. You can allocate some exercises for homework too. Note that you should try to follow the sequence of units, sections and activities in the Students' Book as much as possible, since many of them are built on knowledge and skills acquired in the preceding ones.
- Think about and prepare supplementary activities for higher ability students, lower ability students and 'fast finishers'
- Plan how you will conduct ongoing assessment during the unit. This may be in the form of informally monitoring the development of students' oral skills. You may also decide which activities you wish to give as homework. Suggestions are given for ongoing assessment in the Teacher's Guide, but it is important for you to plan beforehand what you want to assess and how you will assess it.

Classroom Management

The lessons in Grade 2 English for Ethiopia textbook consists of individual, pair, group and whole class activities. For many teachers, individual and whole class activities are the preferred way of managing a class, because they allow the teacher to control the noise level, student participation and so on. However, pair and group activities play an integral part in the language classroom as they enable students to interact and to practise new language more regularly. Thus, many of the activities in Grade 2 English for Ethiopia involve students in working with a partner or in a small group. Because the students are to shoulder an independent role in pair and group works, the teacher should closely monitor and guide them. Try varying the mix of the groups and pairs.

Students with Special Needs

- ✓ Teachers are advised to consider students with special needs depending on the nature of the students in their class

How to use this teacher's guide book

Teachers of Grade 2 are required to read carefully and use this teacher's guide to plan and develop teaching and learning lessons by giving attention to the following under each section in the unit.

- ➢ Subject matter
- ➢ Material
- ➢ Presentation and procedure
- ➢ Assessment

Time Allocation

- ✓ The following guide to lesson planning is for the teacher's convenience. It is based on a 36-week school year (2 weeks reserved for semester break), with each of the 8 units divided into five periods a week, and includes an end-of-year examination**.** Furthermore, there is also flexibility at the end of each unit to enable the teachers to conduct assessment and revisions. It is meant as a guide and is not prescriptive. Teachers should adapt it to suit their own classes and local conditions. Despite the syllabus has been designed for 40 weeks to cover 8 units (25 periods for each), in reality we don't think teachers can have 10 months to conduct teaching.

Unit 1: Our Surroundings

(25 Periods)

WEEK 1

Section 1:Oral Language

Lesson 1: A.1, A.2
Lesson 2: A.1, A.2, A.3, A.4, A.5
Lesson 3: A.1, A.2, A.3
Lesson 4: A.1 A.2

Week 2

Section 2: Word study

Lesson 1: A.1, A.2, A.3
Lesson 2: A.1, A.2
Lesson 3: A1, A2, A3

Section 3: Expressions/Dialogue

Lesson 1: A.1, A.2
Lesson 2: A.1, A.2
Lesson 3: A.1, A.2
Lesson 4: A.1, A.2

WEEK 3:

Section 4: Reading

Lesson 1: A.1, A.2, A.3, A.4
Lesson 2: A.1, A.2
Lesson 3: A1, A2
Lesson 4: A.1, A.2
Lesson 5: A.1, A2

Week 4

Lesson 6: A.1, A.2, A.3

Week 5:

Section 5: Writing

Lesson 1: A.1, A.2
Lesson 2: A.1, A.2
Writing
Section 5: Writing
Lesson 1: A.1, A.2
Lesson 2: A.1, A.2
Revisions

Unit 2: Days of the Week

(25 periods)

WEEK 6

Section 1:Oral Language

Lesson 1: A.1, A.2, A.3, A.4
Lesson 2 A.1, A.2
Lesson 3: A1, A2
Section 2: Dialogue
Lesson 1: A.1, A.2,
Lesson 2: A.1, A.2

Week 7

Lesson 3: A1, A2
Section 3: Reading

Lesson 1: A.1, A.2,
Lesson 2: A1, A.2
Section 4: Word Study

Lesson 1: A.1, A.2, A.3

Week 8

Lesson 2: A.1, A.2, A.3
Lesson 3: A1, A2, A3
Writing
Lesson 1: A.1, A.2, A.3
Lesson 2: A1, A2, A3

Week 9

Lesson 3: A1, A2

Week 10

Revisions

Unit 3: Traffic Lights

(25 periods)

Week 11

Section I: Oral Language

Lesson 1: A.1, A.2, A.3
Lesson 2: A.1, A.2, A.3, A.4

Section 2: Reading

Lesson 1: A.1, A.2, A.3
Lesson 2: A.1, A.2,

Week 12

Lesson 3: A.1, A.2,
Lesson 4: A1, A2, A3
Lesson 5: A1

Week 13

Section 3: Writing

Lesson 1: A.1, A.2, A.3
Lesson 2: A.1, A.2, A.3
Lesson 3: A.1, A.2
Lesson 4: A1, A2
Lesson 5: A1 A2

Week 14

Section 4: Word Study

Lesson 1: A.1, A.2
Lesson 2: A1, A2, A.3
Lesson 3: A1, A2
Lesson 4: A1, A2

Week 15

Section 5: Expressions

Lesson 1: A.1, A.2, A.3
Lesson 2: A1, A2
Revisions for the whole lessons

Unit 4: Forest

(25 periods)

Week 16

Section I: Oral Language

Lesson 1: A.1, A.2
Lesson 2: A1, A2, A.3, A.4
Lesson 3: A.1, A.2, A.3
Lesson 4: A1, A2

Section 2: Expressions/dialogue

Lesson 1: A.1, A2

Week 17

Lesson 2: A1, A2

Section 3: Word study

Lesson 1: A.1, A.2, A.3, A.4
Lesson 2: A.1, A.2

Section 4: Reading

Lesson 1: A1, A2, A3
Lesson 2: A1, A2

Week 18

Lesson 3: A1, A2
Lesson 4: A1, A2

Reading
Lesson 5: A1, A2
Lesson 6: A1, A2

Week 19

Section 5: Writing

Lesson 1: A.1, A.2,
Lesson 2: A1, A.2,
Lesson 3: A1, A2, A3
Lesson 4: A1, A2,
Lesson 5: A1, A2

Week 20

Revisions!!

Unit 5: Food crops

Week 21

Section I: Oral Language

Lesson 1: A1, A2
Lesson 2: A1, A2, A3

Week 22

Section II: Reading

Lesson 1: A1, A2, A3
Lesson 2: A1, A2
Lesson 3: A1, A2
Lesson 4: A1, A2, A3

Section III: Writing

Lesson 1: A1, A2

Week 23

Lesson 2: A1, A2
Lesson 3: A1, A2, A3, A4

Section IV: Expressions

Lesson 1: A1, A2, A3

Unit 6: Food

Section I: Oral Language

Lesson 1: A1, A2, A3
Lesson 2: A1, A2

Week 24

Section 2

Lesson 1: A1, A2
Lesson 2: A1, A2
Reading
Lesson 1: A1, A2
Lesson 2: A1, A2
Lesson3: A1, A2, A3, A4

Week 25

Writing
Lesson 1: A1, A2, A3
Lesson 2: A1, A2

Unit 7: Polluted environment

Section I: Oral Language

Lesson 1: A1, A2
Lesson 2: A1, A2, A3

Section 2
Lesson 1: A1, A2, A3

Week 26

Section 3
Lesson 1: A1, A2
Lesson 2: A1, A2
Section 4
Lesson 1: A1
Lesson 2: A1, a2, A3, A4

Section 4: Reading

Lesson 1: A1, A2, A3, A4

Week 27

Section 5: Writing

Lesson 1: A1, A2, A3
Lesson 2: A1, A2

Unit 8: Good manners

Listening and speaking

Lesson 1: A1, A2
Lesson 2: A1, A2
Lesson 3: A1, A2

Week 28

Expressions
Lesson 1: A1, A2, A3
Lesson 1: A1, A2
Lesson 2: A1, A2

Word study
Lesson 1: A1, A2
Reading
Lesson 1: A1, A2, A3, A4, A5

Week 29

Writing
Lesson 1: A1, A2,
Lesson 2: A1, A2, A3

UNIT 1 Our Surroundings

Unit objectives:

Upon completion of this unit, students will be able to

* *listen to and sing songs.*
* *pronounce short and long words.*
* *use family related words in their daily communication.*
* *describe things in their surroundings.*
* *express feelings using likes and dislikes.*
* *write short sentences about their parents*

Section 1: Oral Language

Dear teacher, in this specific section you are encouraged to present a song about the village. You will present the 'village song' three times to your students. To be very specific, you present the names, pictures and sounds of some animals e.g. cat, sheep and pig around you. This section of the lesson has presented four activities in which you mainly teach to improve the listening and speaking skills of your students. While presenting this section, try to be inclusive to all students i.e. assist students with hearing impairment. Therefore, you will use any modest and appropriate methodology in addition to the procedures given below to deliver each lesson in this section. Finally, bear in mind that although the main purpose of this section is to present the listening and speaking skills to your students, you are also encouraged to motivate your students towards learning new words. In general, you need to complete this section in eight periods with complete coverage of the first week and three days from the second week. Therefore, it is important to make an alignment between the lessons/activities with the timeframe though reasonable flexibilities are inevitable.

Dear teacher you are kindly requested to implement that the objectives of this unit is to increas students' pronunciation, listening and repeating. To achieve these, there are different contents, procedures and suggested assessments and techniques for all sections. Be informed that there is no one way of teaching, so be flexible in the process and use total physical response activities like actions and real objects and flashcards to support teaching. You are also advised to prepare your own activities which you think fits to the objectives of the lessons.

Lesson objectives:

At the end of the lesson, students will be able to:

* *listen to the village song.*
* *sing about the village song.*
* *sing about Hello song.*
* *associate the words and the pictures.*

Lesson 1: My School

Activity 1: Point to the pictures and the words in the following tables. Say the names of the objects.

Dear teacher, in order to be more successful in this lesson and the activities, please see the given examples in students' book and use additional resources to practice the names of the objects in the classroom.

Activity 2: *Listen and repeat greeting song 'HELLO'. Follow your teacher's instructions.*

Subject matter:

- ✓ Help and encourage the students to sing the song. Try to access the song from online devices or any possible apparatus.
- ✓ listening and speaking (village and greeting songs)

Materials:

- ✓ Use pre-recorded song about village, tape/CD player, pictures…

Presentation:

- ✓ Motivate them to describe their family tree to their friends.
- ✓ Teach village songs.
- ✓ Make a sound of an animal that students know.
- ✓ Ask what animal makes this sound.
- ✓ Students listen and respond appropriately.
- ✓ Sing the song beautifully or use the already recorded material.
- ✓ Show the pictures to the students.
- ✓ Choose some students in the class to make an animal sound turn by turn and the other students

guess the animal.

- ✓ Show a picture of an animal and make an animal sound that may or may not match the picture.
- ✓ Students listen and identify the animal sound and say if the sound matches the picture.
- ✓ Let the students hear the name of the pictures.
- ✓ Associate the names of the pictures with the words in their textbook.

Procedure:

1. Students play the game what animal makes this sound. Example: "Meow" (cat)
2. Refer to the four activities (1-4) under this lesson.
3. Let them try to listen and sing the song.
4. Let them identify the pictures and associate with words.

Assessment:

- ✓ Speaking and listening
- ✓ Observation of student performance on the activities.
- ✓ Assist the students to listen and identify different animal sounds.
- ✓ Students name the animal that makes the given sound.
- ✓ Students match correctly the sound to the animal.

Lesson 2: Listening about Bontu's Family

Lesson objectives: at the end of the lesson, students will be able to

* *listen and repeat to the family words of grandfather, mother, father, sister and brother.*
* *identify the sound students hear at the end of each word e.g. grandfather, mother, sister and brother.*
* *listen to the story about Bontu's family*

A. Before you listen

Activity 1: Listen and repeat these words. Identify the sound you hear at the end of each word.

Grandfather	Grandmother	Mother	Father	Brother	Sister	uncle	Cousin	Aunt

Dear teacher, you role to rehearse the words of the family is more important. The example is given on Bontu's family, but you are allowed to be flexible based on the existing situation. Help your students to say all the sounds of the family words in the table.

Subject matter

- ✓ Listening story:

  Bontu is eight years old. She learns in grade two. She goes to school every morning. She lives with ten family members. The family members are ***grandfather, grandmother, mother, father, uncle, aunt, cousin, sister*** *and* ***brother****. Bontu's father is a farmer. Her mother is housewife. Bontu loves and respects all her family.*

Materials:

- ✓ Pictures of family members.

Presentation:

- ✓ Tell your students that there are different activities they do before when and after you read the story about Bontu's family.
- ✓ First, let them discuss about family with each other or with you.
- ✓ Example let them say and repeat words, such as grandfather, father…
- ✓ Before they listen, let them: talk, share, predict…
- ✓ You ask them to be silent and listen when you read the story.
- ✓ When you read the story, tell them to answer *activity 2* from their textbook on their exercise book.
- ✓ You read the story (see above under material) with clear and loud voice twice or three times.
- ✓ Inform them that *activity 2* has four questions to be answered by them as they listen.
- ✓ Tell them that activity 3 will be done in their exercise book based on the example.
- ✓ Tell them that *activity 1 and 2* will done simultaneously while you read for them
- ✓ You should clearly tell them activity that 4 and 5 will be done after you finish reading the story.
- ✓ Aware them to finish their activity in the given time.

Procedure:

- ✓ Use clear and loud voice to read the story.
- ✓ Apply modest methodology to enable students to listen to the story.

- ✓ Do not be very fast nor too slow when you read; just understand whether the students listen to you.
- ✓ Ask some questions about family to motivate the students.

Assessment:

- ✓ Inform the students that there are three ways of assessment
- ✓ *First*, before you read the story. *Second*, when you read the story. *Third*, after you finish reading the story.
- ✓ In general, there are five activities to assess them.
- ✓ Check if the students can answer each question in their exercise book and discuss together.

Answer key

Activity 2: As you listen, fill in the blank spaces.

1. Bontu is eight years old.

2. Bontu learns in grade two (2).

3. Bontu's father is a farmer.

4. She goes to school every morning.

Activity 3: As you listen, thick the family members of Bontu in the table.

Bontu lives with her_____	"✓"
1. brother	✓
2. sister	✓
3. grandfather	✓
4. grandmother	✓
5. uncle	✓
6. nephew	
7. aunt	✓
8. mother	✓
9. father	✓
10. cousin	✓

Activity 4: List the name of your family members. Example: Grandfather

1. Grandfather 2. Grandmother 3. Mother 4. Father 5. Uncle 6. Aunt
7. Cousin 8. Sister 9. Brother

Activity 5: Tell about your family's story like Bontu's. Check any possible answer.

Bontu's family	Your family
Bontu is eight years old. She learns in grade two. She lives with ten family members. They are her grandfather, grandmother, mother, father, uncle, aunt, cousin, sister and brother. Bontu's father is a farmer. Bontu loves and respects all her family.	

Dear teacher, encourage your students to talk about their family.

Lesson 3: Song about the Village

Activity 1: Listen and sing a song about village. Follow your teacher's instructions.

Dear teacher, you are given the link of the song: ***EFL Kids Video: https:// youtube.com/c/ EFLKidsVideos.*** The purpose of this song is to enable the students to learn about the animals in their village. You will present the song twice. The first one is to teach what they can see from their pictures. And in the second song what they can hear from each animal. You are encouraged to show the pictures and the words. So, this enables the students to associate the names of the animal with its picture. Give them advice to use their

Answer key

- ✓ Dear teacher, check if the students have heard and sung the village songs individually, in pairs and in groups.
- ✓ Observe whether the students identify the pictures and associate them with their words
- ✓ Check whether the students correctly do the matching activity under Activity 2 or not.

Lesson 4: Short and long sound words

Lesson objectives: at the end of the lesson students will be able to,

* *decode some short and long sounds.*
* *associate the words with the pictures*

Activity 1: *Listen and repeat short and long sound words. Identify the short sounds from long ones.*

Short sound	**Long sound**
Doll	Door
Live	Leave
Cut	Cat
Got	Goat

Adored teacher, your kindly requested to pronounce or utter the words in the table very correctly. The words in the left side are short vowel ones, whereas those in the right side of the table are long vowels. Therefore, give due attention while pronouncing the words. Help your students to say/pronounce the words very correctly. Encourage the students to see the pictures when they pronounce the words from their books.

Subject matters (listening and speaking)

- ✓ Shorts and long sounds

Materials:

- ✓ Pictures of short and long sounds.
- ✓ Pre-recorded sounds, tape/CD, cassette/CD player, pictures/models of those words.

Presentation:

- ✓ present the short sounds with correct pronunciation.
- ✓ present the long sounds with correct pronunciation.
- ✓ Present the words side by side with pictures.
- ✓ Give attention to the activities 1 and 2.

Procedure:

1. Inform your students to listen to you with due attention.
2. Tell them to say after you.
3. Tell them to recognize the difference between short and long sounds.

4. Divide the class into two. Then, one group will say whereas the other will repeat. Make sure if they say the short and long words correctly.
5. Let them repeat the same task in pairs. Each pair should take turns to say and repeat the short and long words.

Assessment

- ✓ Ask the students if they listen the short and long words correctly.
- ✓ Ask the students if they can repeat the short and long words correctly.
- ✓ Check if the students can match the words with the pictures.

Answer key

- ✓ Observe whether the students listen and repeat.
- ✓ Check them while they match the words with the pictures in their exercise book.
- ✓ Crosscheck by disorganizing activity 2.

Section 2: Word study

Esteemed teacher, the purpose of this section is to present a few words to the students. In order to achieve the purposes of this section, there are some significant activities expected from you. For example, you give attention to the sounds at the initial or beginning of the words e.g. ship vs sheep. You also help your students to distinguish 'this and that' based on the given contexts and clues from the picture in their textbook. Moreover, you need to prepare yourself to identify and associate a number of words with their pictures. In general, the aim of this section i.e. 2 is to build students' vocabularies by associating with pictures. Therefore, in order to present and achieve the objectives of this specific section your motivation strategies, creativity and flexibility are much important. For instance, if you have students with disability e.g. visual impaired, let you devise any modest way of presenting the lessons. You are advised to cover this section in five periods.

Lesson 1: Say Words

Objectives of the lesson: at the end of the lesson, students will be able to

* *Listen and repeat each of these words e.g. ship/sheep, chip/cheap out loud.*
* *Identify the sound you hear at the beginning of each word.*
* *Associate the words with pictures.*

Subject matter

- ✓ Say words

Materials

- ✓ Pictures of sheep and ship; chip and cheap.
- ✓ Initial sounds of the words: ship/sheep and chip/cheap.
- ✓ Charts and tables

Presentation

- ✓ Tell the students to listen to the sounds of ship and sheep.
- ✓ Tell the students to listen to the sounds of chip and cheap.
- ✓ Coach them to repeat what you have already said.
- ✓ Help them to see the words and the pictures from their textbook.
- ✓ Let them name the objects by using 'that and this' and use them in their class.
- ✓ Students use 'that and this' by looking at the pictures.
- ✓ Students point to any objects e.g. duster, pen & pencil in their classroom.

Procedure

1. Let the students listen to different words having similar initial sounds.
2. Ask them to point to many objects and mention their names in the classroom.
3. Divide the class into two. Then, one of the groups point to the objects in the classroom, and the second group calls the name of that object.

Assessment:

- ✓ Listen and identify the beginning of the sounds of the words.
- ✓ Observe when they repeat.
- ✓ Check how correctly they point to the objects in the classroom.
- ✓ Crosscheck and observe how correctly they name the objects in their classroom.

Answer key

- ✓ You provide correct and other possible answers for the entire activities (four).

Activity 1: Listen and repeat each of these words out loud. Identify the sound you hear at the beginning of each word.

Sheep	Ship
Cheap	Chips

- ✓ Encourage the students to differentaite 'sh' and 'ch'.
- ✓ Make necessary preparation to read those words (ship/sheep, chip/cheap).
- ✓ Check whether the students identify the sounds of ship/sheep, chip/cheap.
- ✓ Create opportunities for your students to engage actively to differentiate **sh** sounds and **ch** sounds.
- ✓ You have already taught short and long vowels. So, help them to understand very well this time.

Activity 2: Listen and associate each of these words with pictures.

- ✓ Check if the students match the word sheep/ship with the appropriate pictures and others as well.
- ✓ Give them similar examples.

Activity 3: Point to each picture and say the names of the family

- ✓ Be sure that students can match the family names with the pictures.
- ✓ Because students are familiar with the family names, you can now teach in different ways of presentation.
- ✓ Dear teacher, use various activities and classroom strategies to build your students' confidence in pointing at and saying the names of family.
- ✓

Lesson 2: Name objects

Lesson objectives: at the end of the lesson, students will be able to

* *Use this and that correctly with the picture.*

Activity 1: Name the objects in the pictures

- ✓ Dear teacher, here you are responsible to do many things:
- ✓ For example, check if students can correctly apply '**that and this'** based on the distance of the picture.
- ✓ Next show them real objects in the classroom and then ask them to use '**that and this'** correctly.
- ✓ Bear in mind that, the distance of the students from that real object is very important.
- ✓ If the student is near to the real object, help them to say 'This….
- ✓ If they are not near to the object, teach them to say 'That….
- ✓ You can help your students more in *Activity 2*

Activity 2: Name the real objects in the classroom by using 'This and That'

Examples of classroom objects**: duster, pen, pencil, door, window**

- ✓ You can also give them any possible activities.

Section 3: Expressions/Dialogue

The main purpose of this section is to motivate students towards making a dialogue. In order to conduct and make students to express their feeling or opinion, you are expected to present the lesson in attractive and motivated way. One way to present this section is to engage your students in the dialogue through greeting. This section contains lesson divided into five different activities. The activities are designed to attract the students towards making a dialogue. This will be achieved by the tasks, such as making a dialogue on greeting, like and dislike and other forms of presentations. Finally, this section is planned to be covered in three periods of the third week.

Lesson 1: Make a dialogue

Lesson objectives: at the end of the lesson, students will be able to

* *Students will speak clearly using correct English grammar and vocabulary.*
* *Read a dialogue on greetings.*
* *Ask and answer about objects in their classroom and what they like and dislike.*

Activity 1: Read the following dialogue with a partner. Follow your teacher's instructions.

Dear teacher, the main target of this activity is to enable the students to ask and tell their names and where they are from to each other. Your main task is just to encourage students to be in pairs to do the activities as in the example in their book.

Activity 2: Do the same dialogue with 'Activity 1' with your teacher.

After you encourage your students to talk together in Activity 1, now in Activity 2 you are encourage to make a dilogue with the students turn by turn. Dear teacher, some students may not speak in their pairs. So, this is much important to check their participation.

Lesson 2: Make a Dialogue by Using 'they'

Activity 1: Listen and repeat after your teacher.

In this activity, your main attention is to teach the pronoun 'they'. So, give much focus to real objects to present the lesson. There are several pictures in their book to help as well. For example, show them three chairs together. Then, ask them what are they? They are… Again, call three or four students to the front and ask the students, who are they? They are…

Activity 2: Look at the pictures and say out loud as in the example.

Activity 2 is almost similar with activity 1, but the difference is in the activity 2 the lesson is to teach the contracted or short form of they are. This is **They're**. Therefore, you can repeat the above examples. You need to give attention on the two versions (They are and They're) as the meaning is similar. But, be conscious on the pronunciation. Prepare to teach all the pronunciation before going to the classroom.

Lesson 2: Like and Dislike

Activity 1: Read the dialogue with your partner on <u>like</u>. Follow your teacher's instructions.

Dear teacher, it is very important to teach the difference of the two (like and dislike). The simplest way is just give them examples as much as you can. Like is just what someone is interested in, whereas dislike is what someone do not interested in. Give them the context to talk about what they like and dislike. Mind you, the examples are very important.

Activity 2: Tell what you <u>dislike</u> from food. Follow your teacher's instructions.

Dear teacher, as has been mentioned, give them very simple and clear instructions so that students can tell each other or to you about what they dislike. You can teach your students that **<u>dislike</u>** is similar with **<u>do not like.</u>**

Subject matter

- ✓ Conversation on dialogue (spoken English)

Materials

- ✓ Dialogue in different forms e.g. greeting
- ✓ pictures

Presentation

- ✓ Ask some simple questions: What is it? It is…; what is that? It is…
- ✓ Encourage students match real objects with words.
- ✓ Assist students match pictures to English words.
- ✓ Students show/point to (three) objects and say words
- ✓ Read the dialogue on greeting to your students.
- ✓ Choose two students to demonstrate the greeting dialogue to the class.

Make the dialogue or expressions on the followings:

- ✓ Greetings
- ✓ Use 'they' to answer the question: what are these? These are…..
- ✓ Look at pictures and make a sentence by using "they".
- ✓ Speak on the fruits you like and dislike. Do you like a banana?
- ✓ Tell what you have saying: "I have…."

Procedure

- ✓ Practice the dialogue in classroom with students in pairs.
- ✓ Arrange students to sit in pairs. Then, let them greet each other.
- ✓ Coach them to see the example given under activity 1 in their textbook between two students.
- ✓ Let them see the chairs and tables in the classroom. Then, one of them asks the question: "what are they?" and the second will answer: "They are…..".
- ✓ Give them different possibilities.

Assessment

- ✓ Students say the dialogue in the correct sequence.
- ✓ Make necessary observation to check whether students participate on greetings.
- ✓ Check that they have asked question: what are they? This time there must be two or more pictures or objects.
- ✓ Assess that they have answered by saying: They are…..

Answer Key

- ✓ Refer to all activities and help the students do accordingly. Check all other possible answers.

Section 4: Reading

One of the major objectives of this unit is to teach students reading in English. As a result, this section is designed to enable the students to read different words, simple sentences and very short text. While focusing on the reading, this section is also designed to teach the difference between these and those and its and it's. To this end, you should prepare yourself to present the reading in different modalities and using appropriate strategies. For instance, some of the activities want to teach reading about the names of family members in a very short text. As usual, you are kindly requested to present this section in amazing way by giving necessary attention for those students who need special attention. For example, consider providing some additional material to understand the reading; in case, you have visually impaired students. Finally, this section will be covered in 7 periods of the fourth full week and the first 2 days of the fifth week.

Lesson 1: Read words and sentences

Lesson objectives: at the end of the lesson, students will be able to

* *Read various names and short sentence of the family members alone.*
* *Read and match some objects in their classroom.*

Activity 1: Read each word in the table. Read each sentence after your teacher.

Grandfather	Grandmother	Mother	Father	Brother	sister	Uncle	Aunt

Dear teacher, by now your students are familiar with family words. So, you can prepare them to make very short sentences. Do not take long hours in Activity 1. In fact, it is reading. So, give them appropriate strategies to read. Your motivation and encouragement give them high confidence to read words and sentences.

Activity 2: Read each sentence below. Follow your teacher's instructions.

Dear teacher, you are very responsible to motivate the students to read sentences. Although sentences are given from family words in students' book, you can see any other alternatives to attract students to read. You better understand what students like to read and why they read.

Activity 3: *Read the words in the following table out loud after your teacher. Follow your teacher's instructions.*

There are words given to the students to read in their book. However, you are allowed to give them additional words to read loud.

Activity 4: *Read the words and point to the objects in the classroom. Follow your teacher's instructions.*

Under this activity, you are encouraged to use real objects in the classroom as much as possible. The main purpose of this lesson is to enable the students to point at different objects in their classroom. Take much time to achieve the objective of the lesson. If you believe students master real objects in the classroom, you can ask them to practise real objects out of their classroom e.g. from their home. Be careful, students only consider the objects they have at home. As a result, they might consider some objects not at their might be not objects in the house.

Subject matter

- ✓ Reading stories about family
- ✓ Words, simple sentence and a short text

Materials

- ✓ Pictures, chart, boxes

Presentation

Before they read, encourage the students to do the following:

- ✓ Join or prepare in with the reading.
- ✓ Use/see picture clues.
- ✓ Use context clues to clarify the meaning of unknown words.
- ✓ Use knowledge of phonics to read unknown words

Instruct the students to open their textbook and ask them to do the following:

- ✓ Read aloud all the names of the family members in the chart of activity 1 to your friend turn by turn.
- ✓ Read aloud the simple sentences about yourself (Activity 2) to your partner.
- ✓ Encourage the students to finish this sentence: I have…
- ✓ Ask them to read aloud all the objects in your classroom.
- ✓ Let them read loud the following words for their friends: book, pen, pencil, eraser and duster e.g. look at activity 3.
- ✓ Ask them to read words and to match them with their objects immediately (see activity 4 and 5).

Procedure

- ✓ Present the names of family names and ask the students to read them loudly and correctly.
- ✓ Let them learn new words and match them with the objects in their classroom.
- ✓ Coach them to read simple sentences using 'I have…'
- ✓ Match words with pictures.

Assessment

- ✓ Say this before: what do you know about family members?
- ✓ Say this during reading: Here is a short story. Read it aloud. When you have finished reading the story, I will ask you some questions about what you have read.
- ✓ Do you understand what you have to do?
- ✓ Use daily classroom activities to observe your students during reading lessons.
- ✓ Observe and listen to students as they take part in the reading activities.
- ✓ Make the necessary follow up when students read about the names of their family members.
- ✓ Observe when students read a sentence, 'I have…' to their partner.
- ✓ Check whether they read words of objects in their classroom.
- ✓ Assess if they have read and match the names of words with their pictures.
- ✓ Provide more detailed information about the reading lesson.

Answer key

- ✓ Refer to all the activities and look for any alternative replies from the students.

Lesson 2: These and Those

Lesson objective: at the end of the lesson, students will be able to

* *Distinguish and use 'these and those' in English.*

Activity 1: Read each underlined word in the sentences correctly.

1. <u>These</u> books belong to Shonkore. <u>Those</u> exercise books on the table belong to Hana.

2. <u>These</u> pens are expensive. <u>Those</u> pencils are not expensive.

Dear teacher, please prepare contexts that can help the learners to identify '**These and Those'**. Remeber that both of them are used for plural things. However, the distance matters.

Activity 2: Name the objects in the classroom using 'These and Those'. Follow your teacher's instruction.

Just feel free to help students in pairs or groups to practise using of **'These and Those'**. Using real objects in the classroom can help yopu more to teach this lesson. For example, use several pens or pencils.

Subject matter and materials

- ✓ Use these and those
- ✓ Pictures, charts

Presentation

- ✓ Show a picture of a girl who wants to collect candies that are near to her and another girl wants to collect breads, but the breads are little bit far away from her.
- ✓ Ask questions: what are these? This time you may point to things that are not very far away.
- ✓ Ask questions: what are those? This time the things you point at might be some how far away from you.
- ✓ Show the students to use 'these' for the nearest items or objects.
- ✓ Assist them to use those for items somehow far away from the speaker, but not much distance.

Procedure

- ✓ Give the learners different situations and contexts that help them to use 'these and those'.
- ✓ Provide similar or different items, but in different distance.
- ✓ Divide the class into two. One of the groups asks question: what are these? The remaining replies 'These are…' Let them do this turn by turn.
- ✓ Prepare a game in which students use 'these and those'.
- ✓ The game must focus on objects in the classroom (see Activity 2).

Assessment

- Make critical observation that students identify both 'these and those' used for 2 or more things.

- Assess students to choose 'these or those' based on their closeness to the speaker.
- Check whether they have used these and those in the appropriate context.
- Assess their improvement by providing various pictures to locate these or those.

Answer Key

✓ Refer to activity one and two.

Lesson 3: Contracted and full forms.

Lesson objectives: at the end of the lesson, students will be able to

* *Read the contracted and full forms of they're and they are correctly.*

Activity 1: Study the following contracted forms and their full forms.

I'm I am	He's He is	We're We are
You're You are	She's She is	They're They are

Dear teacher, do not teach all the contracted/short forms pronouns at one time. Let you start from the one they have laready learned and go to the new one. For instance, you have taught them about They're.

Activity 2: Read the contracted and the full forms correctly.

In order to teach about the contracted forms Activity 2 is more helpful. Different pictures are given in students' book. However, you are allowed to use similar exercises.

Subject matter

✓ Contracted and full forms of pronoun

Materials

✓ Charts, pictures.

Presentation

✓ First, provide them the full forms of pronoun.

✓ Then, let them read.

✓ Examples: I am; She is; They are…

✓ Second, help them to read the contracted forms correctly.

✓ Examples: He's; She's; They're…

- ✓ Divide the class into two groups or in pairs to practise both the contracted and the full forms.

Procedure

- ✓ Motivate the students to remember what they have learned about I and am, she and is, he and is…
- ✓ Read the followings and ask them to repeat:

  I am student. I'm student.

  She is a teacher. She's a teacher.

  They are farmers. They're farmers.

Assessment

- ✓ Give them a chance to read either the contracted or the full forms.
- ✓ Check whether the students have read them correctly or not.
- ✓ Observe their participation in pairs or group activities.

Answer key

- ✓ Refer to the two activities.

Lesson 4: Differentiate 'Its and It's' in the sentence

Lesson objective: at the end of the lesson, students will be able to

* *Differentiate 'its and it's' in the sentence.*

Activity 1: Identify the use of its and it's. Follow your teacher's instructions.

Dear teacher, you have already introduced the contracted forms of pronoun. By now, you clearly motivate your students to learn the full or complete and contarcted forms of it's and its. Give emphasis that there is a difference between the two. It's means the contracted form of it is. Whereas, its is the possession form. Look at the examples given in their book.

Activity 2: Listen and repeat what your teacher says.

Once, you are convinced that students are familiar with its and it's. Now you form students in pairs or groups to make various sentences. Still you role is very important by making contexts which is similar in their book.

Subject matter

- ✓ Its and it's
- ✓ Spoken

- ✓ Differentiate the meaning of contracted form (it's) and pronoun (its)

Materials

- ✓ Pictures, charts and diagrams.

Presentation

- ✓ Divide the class into small groups. Each group will listen when the teacher says 'its and it's'. Each group will associate 'its and it's' with pictures. Each group should read at least two sentences for each other. The sentences should make sense in relation to the pictures. The teacher encourages/motivates the students to use their own way of using 'its and it's'.

Procedure

- ✓ Show various pictures presenting 'its and it's correctly.
- ✓ Provide 'its and it's' in sentences with clear contextualization.
- ✓ Underline and bold 'its and it's' in each sentence.

Assessment

- ✓ Give adequate assessment while they apply 'its and it's'.
- ✓ Make the necessary follow up and listen to them.
- ✓ Observe while they read in the sentences.
- ✓ Refer the students to their textbook-Activity 1 and 2.

Answer key

- ✓ Mentor them to do all the activities and collect any possible answers.

Lesson 5: Use 'in, on, under, near and inside' in the sentence.

Lesson objective: at the end of the lesson, students will be able to

* *Use 'in, on, under, near and inside' based on the given pictures.*

in	on	under	near	inside	outside	in front of

Activity 1: Look at the pictures and make a dialogue with your partner

Dear teacher, teach the prepositions in the table, but not at a time. To make it very easy use any flexibile situations. Presenting through pictures might be one option.

Activity 2: Look at the pictures below and read or say the sentences. Tell the position of the duster.

You can teach prepositions not only by pictyures. But give opportunities for the learners by moving in the classroom. For instance, invite three students to come to the front. Then, let them stand in queue. Next, ask them different questions, such as: where is X? X is next to Y or X is in front of Y or X is .... Or you can use objects like dastur. Where is the dastur?

Subject matter

- ✓ Prepositions for place: in, on, near and inside.
- ✓ Locate where something is in conversation.

Materials

- ✓ Chart and picture

Presentation

Read and answer the following questions:

- ✓ Question: Where is the blackboard?
- ✓ Answer: The blackboard is in front of the table.
- ✓ Question: Where is the chalk?
- ✓ Answer: It is on the table.
- ✓ Question: Where is the duster?
- ✓ Answer: It is on the table.

Procedure

- ✓ Put a duster either on or under the table.
- ✓ Then, give a chance to the students to ask each other where the duster is.
- ✓ Or give them a chance to see the pictures on their textbook

Assessment

- ✓ Observation
- ✓ Check their participation in the conversation.

Answer key

- ✓ Ask all the students to use ‘in, on, near and under’ in the given activities. .
- ✓ Provide them any possible alternatives to the given tasks.

Lesson 6: Reading Story about Bontu's family

Lesson objectives: at the end of the lesson, students will be able to

* *Use clues to make predictions about the name of family members before, during, and after reading.*
* *Read and do some comprehension questions about family members from the text.*

Subject matter

- ✓ Reading story

Materials

- ✓ Pictures

Presentation

- ✓ Side by side with the reading text, show the students pictures about family.
- ✓ Show the picture of each family member very clearly in the text.
- ✓ Ask: Where does Bontu live?
- ✓ Ask: Is Bontu's father a teacher?
- ✓ Ask the students to read the story again.
- ✓ Let them discuss what they have read about.
- ✓ Be sure to consult a dictionary for the meaning and pronunciation of the words.

Procedure

- ✓ Make clear key the words in the story using pictures, realia and oral context clues.
- ✓ Ask student very motivating and initiating questions.
- ✓ Encourage every student to read.
- ✓ Let them read aloud for sometimes, but also advise them that silent reading is important.

Assessment

- ✓ Assess if the students read each sentence.
- ✓ Observe and clarify some unfamiliar words.
- ✓ Ask the students the number of family members in the story.

Answer key

- ✓ Before you read

- ✓ Activity 1: Let them provide possible answers based on the story on Bontu's family.
- ✓ Activity 2: Let them fill the blank space from the reading.

1. Bontu is eight years old.
2. Bontu learns in Grade Two.
3. She lives with nine family members.
4. She loves and respects all her family members.

- ✓ For activity 3, you should consider different possible answers from the students.

Section 5: Writing

The main purpose of this section is to present some initial writing activities. Let you motivate your students to write the missing spellings, very short scrambled sentences and about students' family members in the form of story. In order to achieve the aim of this specific section, your contribution is very crucial. For instance, the modalities of your presentation play a significant role to attract the students towards the initial writing. To this effect, this section contains two lessons and various activities to teach writing to the students. Finally, this section is the last section of unit one, writing, and it is proposed to be covered in the last three periods of the fifth week.

Lesson 1: Correcting scrambled sentences.

Lesson objectives: at the end of the lesson, students will be able to

* *Write by correcting the scrambled sentences.*
* *Use like and dislike in their sentences.*

Subject matter

- ✓ Writing words and sentences

Materials

- ✓ Pictures

Presentation

- ✓ Ask: can you write a sentence?
- ✓ Can you correctly write this: Lemon/dislike/I
- ✓ Encourage by telling them: A sentence forms a complete thought. It begins with a capital letter. It ends with a punctuation mark. It may end with a period, a question mark, or an exclamation point.
- ✓ Try to present pictures for dislike and like something.

- ✓ You can also use realia and action to unpack the meanings.

Procedure

- ✓ Present two sentences of which one is scrambled and the other is unscrambled. Tell the students how the letters can be rearranged and give the students other examples.
- ✓ Do not give them very long sentences.
- ✓ Present the examples with previously known words.

Assessment

- ✓ Give correct feedback.
- ✓ Continuous observation.

Answer key

Activity 1: Write what you like or dislike.

1. like/ I/ a cat.	**2. a dog/ like/ I.**	**3. I/ a cow/ dislike.**
I like a cat. Or I dislike a dog	I like a dog. Or I dislike a dog.	I like a cow. or I dislike a cow.

Activity 2: Write short sentences about classroom objects. Write the names, number and location of the objects. Use the words near, on, under and in front of.

Example: A book is **on** the table.

> Adored teacher, do not fix yourself only to the example given. So, be flexibile and encourage your students to write sentences using prepositions. See the activities and provide possible answers.

Lesson 2: Write sentences and a short story

Activity 1: Write 3 short sentences by using what you like and dislike from fruit in your exercise book. Example: I like a banana.

By the way, your students may write out of the given options. Therefore, be flexible and give them opportunity to write and take them to the given tasks.

Activity 2: Write story about your family. Follow what your teacher says.

Pictures of family are given on their book. The purpose of these pictures is to enable the students to write very short story about their family. This time your role is very useful. Let you motivate and see their effort.

UNIT 2 Days OF The Week

Unit objectives:Upon completion of this unit, students will be able to

* *recite/learn the days of the week in the correct order.*
* *identify the days of the week on a calendar.*
* *link specific days to familiar events.*
* *choose events and actions that make connections with their everyday family routines.*
* *sequence familiar events in time order.*
* *write the days of the week.*

Section One: Oral Language

This unit contains five main sections. Among those five sections in the unit, the first section has been designed to present listening and speaking skills in English to the students. Under each section, there are different lessons and activities to present about the days of the week. In order to enable students to listen and speak about the days of the week, you are encouraged to perform a number of tasks. Essentially, you present the songs of the days of the week with very projected voice or prepare other means to deliver the lesson. In addition, you make the necessary follow up to check whether your students correctly listen to and repeat what you present. Furthermore, you play a crucial role not only to attract the learners to listening and speaking, but you also control your teaching by presenting the activities in attractive manner. The activities in this section will help your students to listen and speak in general and to say and listen the days of the week in particular. You will need to consider the progress of your students in relation to the teaching material and time. Moreover, your role is significant in adjusting the difficulty level of each lesson; perhaps, through contextualization. Very briefly, in this section you will address the seven days of the week to your students through songs. Before that, you need to familiarize yourself with such things. Bear in mind that, you will accomplish this section in 4 periods in the week six.

Lesson 1: Listen and repeat the sounds

Lesson objectives: at the end of the lesson, students will be able to

* *Listen and repeat the 26 letters and sound of English alphabet.*
* *Repeat the last sounds in each day of the week.*
* *B. Sounds:*

/i/	/ʌ/	/j/	/u/	/e/	/æ/	/ə/	/ɜ:/	/ai/	/θ/	/z/	/d/	/fr/

Name of the days of week	Pronunciation
Monday	m**ʌndei**
Tuesday	tju:zd**ei**
Wednesday	Wenzd**ei**
Thursday	**θɜ:**zd**ei**
Friday	Fraid**ei**
Saturday	s**ætədei**
Sunday	s**ʌndei**

Activity 1: *Listen and repeat the following numbers after your teacher.*

Numbers in word	Numbers in figure
One	1
Two	2
Three	3
Four	4
Five	5
Six	6
Seven	7

Dear teacher, let you help your students to count those numbers from 1 to 7 both in words and figures. Please, help them to say them again and again.

Activity 2: *Listen and repeat the letters and sounds. Follow your teacher's instructions.*

A. Letters:

Mm	Tt	Ww	Tt	Ff	Ss	Ss

The target of this lesson is to present the seven initial letters of the days of the week. It is obvious that students are familiar with alphabets of English. By now just help them to focus on the days of the week. For example, Monday starts with Mm or Tt for Tuesday…

Activity 3: *Listen/read and repeat the pronunciation of the days of the week. Listen to your teacher carefully.*

Name of the days of week
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Dear teacher, please let you correctly say the words of the days of the week. Then, help them to repeat them correctly.

Activity 3: *Sing the following song about days of the week after your teacher*

- ✓ Use this link to perform the song or use any alternatives. EFL Kids Video: https:// youtube. com/c/EFLKidsVideos

Subject matter

- ✓ Days of the week
- ✓ Pronunciation of the days of the week

Materials

- ✓ Charts, music, pictures

Presentation

- ✓ Ask and remind the students some points from their previous class.
- ✓ Example: Can you say letters of English Alphabet?
- ✓ What is the date of today?
- ✓ Is the date of today Monday or Tuesday?
- ✓ Now inform them to repeat after you.
- ✓ Give them a chance to say one after another.
- ✓ Ask them to say from Monday to Sunday in the correct order.
- ✓ Encourage the students to follow along and sing the song.

Procedure

- ✓ Connect each day with some activities e.g. Monday vs school, Saturday vs shopping.
- ✓ Ask them to sing the song.
- ✓ Tell them to look at the song in their textbook.
- ✓ Ask their experience on what they do every day.

Assessment

- ✓ Can you tell me what you do on Sunday morning?
- ✓ Do you remember what you do on Friday?
- ✓ Ask them to sing or tell their own song on the days of the week.

Answer key

Lesson 1: Listen and repeat

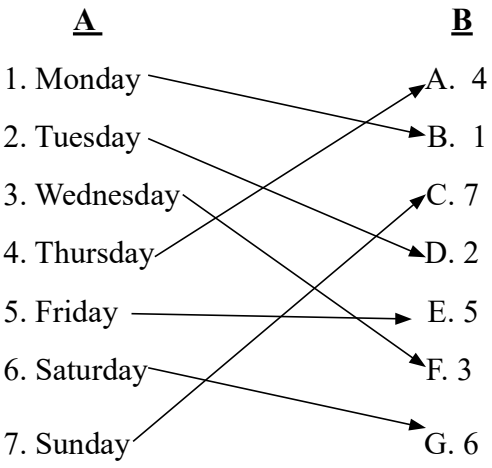
- ✓ Consider Activity 1-3 to check whether the students perform correctly.
- ✓ Help them to listen/read and repeat the days of the week in their order and in the song as well.

Lesson 2: Listen and Associate

***Activity 1**: Teach before/after/between in action first. E.g three students can line up in front of the classroom and the teacher who is where and students can tell and practice further.*

***Activity 2:** Assist your students to match the days of the week with the numbers that show their correct order.*

***Activity 3**: Listen to your teacher and match the days of the week with the numbers that show their correct order.*



Section 2: Dialogue

The second section of this unit, the dialogue, is mainly prepared to enhance students' conversation/ dialogue. The lesson of the presentation is the seven days of the week. You have a lion's share by correctly presenting the designed activities or you can present by adding more contextualized activities. To ease the lessons, it is much effective to use what students do during the days of the week. Moreover, you need to encourage your students to learn from the dialogue in their textbook before preparing their own in the classroom. Finally, this section needs five periods of the week seven. Hence, try to arrange your weekly lesson plan in line with the given periods.

Lesson: Make a dialogue with your teacher

Lesson objective: at the end of the lesson, students will be able to

* *Make a dialogue on the days of the week with their partners.*

Subject matter

- ✓ Days of the week (dialogue)

Materials

- ✓ Music, charts, pictures

Presentation

- ✓ Ask: what do you know about the week?
- ✓ How many days you know in the week?
- ✓ Which day is the first day of the week?
- ✓ What do you do every Monday?
- ✓ Do you go to the Church on Sunday?
- ✓ When do you go to mosque?
- ✓ Do you remember any music about the days of the week?
- ✓ Let you sing, please.

Procedure

- ✓ Sing the days of the week.
- ✓ Tell your activities from Monday to Sunday.

- ✓ Show the calendar.
- ✓ Have a show and tell activity using days of the week.

Assessment

- ✓ Teacher asks the students basic questions:
- ✓ What day is today? (e.g. Today is Friday)
- ✓ Are you free on Saturday evening? (e.g. Yes, I am)
- ✓ Is it (the school) on Monday/ Friday/the weekend?
- ✓ When is your birthday? (e.g. My birthday is this Tuesday)
- ✓ Refer to all the activities under activity 1 & 2.

Answer key

Lesson 1: Make a dialogue with your teacher

- ✓ Let you mentor and observe for their correct performance of Activity 1and 2

Activity 1: *Repeat the dialogue with your teacher.*

Dear teacher, help your students to repeat the days of the week in their order. Give them a perfect situation to practice in pairs.

Activity 2: *Read the following dialogue with a partner. Follow your teacher's instructions.*

In similar situation, under activity two you are expected to teach the students to make a dialogue on the days of the week. Now, help them to ask each other, like: what is today?

Lesson 2: Make a dialogue by using before, after and in between

Activity 1: *Use "before, after and between" to describe the order of the days.*

1. after
2. before
3. in between.
4. in between
5. before

Activity 2: *Look at the three pictures and fill (before, after or between) in the blank space.*

Activity 3: Look at the three pictures and fill (before, after or between) in the blank space.

- ✓ No need to see the pictures all the time. You can use the students to teach the prepositions. For example, who is sitting before who? Who sits next to who?...
- ✓ Based on the pictures, collect appropriate answer from your students.

Section 3: Reading

Section 3 of this unit is intended to present initial reading to the students. Reading is one of the areas that need much emphasis, especially at lower class. In this section, there is a very short text about the days of the week. The purpose of the text is to teach the days of the week by assigning various activities for each day. As usual, your help is very significant to motivate the students to read the paragraph about the days of the week. There are a number of activities which are taken from the reading material. As a result, you are advised to engage the students in the activities, some of them before reading activities, whereas others are when and after reading activities. Thus, the text can help students to improve various areas of language such as vocabulary, grammar and comprehension, but the main focus is given to distinguish the days of the week. As much as possible, try to cover this portion in not more than six periods.

Lesson: Reading about the days of the week

Lesson objectives: at the end of the lesson, students will be able to

* *Read the text about the days of the week.*
* *Distinguish the days of the week.*

Subject matter

- ✓ Reading (days of the week)

Materials

- ✓ Passage, charts, pictures

Presentation

- ✓ Let them roughly know the stages of the reading.
- ✓ Just tell them the importance of employing reading strategies.
- ✓ Advise them not to move their necks unnecessarily.
- ✓ Inform them to read loud and silent.
- ✓ Before students read a text, do the following.
- ✓ Try to motivate students to the reading by asking different questions.
- ✓ Ask: What is today? Do you come to school on Sunday?
- ✓ While reading the text, do this:
- ✓ You read them aloud.
- ✓ Let them do similar.
- ✓ Tell them to answer some questions when you read e.g. Activity 2.
- ✓ Give students clear points how to do the questions after the reading.

Procedure

- ✓ Talk about the days of the week.
- ✓ Recall all the activities done by Tola.
- ✓ Ask: what does Tola do on Monday?

Assessment

- ✓ Ask the students basic questions:
- ✓ What day is today? (e.g. Today is Friday)
- ✓ Are you free on Saturday evening? (e.g. Yes, I am)
- ✓ Is there school on Monday/ Friday/the weekend?
- ✓ When is your birthday? (e.g. My birthday is this Tuesday)
- ✓ Assign students in a pair and ask them to present what they do every day.
- ✓ Invite them to read the text again, and to narrate the activities.
- ✓ Help them to plan what they can do in the coming week.

Answer key

Lesson 1: Reading about the days of the week

Activity 1: *Read the text below and answer the questions*

1. Collect possible answers.

2. Collect possible answers.

Activity 2: *As you read the text, complete the table below with information from the text*

Days of the week		Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
What does Tola do?	Tola reads an English book	Tola listens to stories from his father.	Tola plays football	Tola helps his family	Tola learns riddles from his mother	He goes to	He washes his body with his sister

Lesson 2: Reading about what you do in days of the week

Activity 1: *After you read the text, do the following questions.*

✓ Dear teacher, consider any possible answer for question 1 and 2.

Activity 2: *Fill in the chart what you do in the days of the week. Look the example on Saturday.*

✓ Dear teacher, collect any possible answers from the students to fill in the chart.

Days of the week	What do you do?
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	I go for shopping
Sunday	

✓ Dear teacher, be flexible and provide other options that can help students to write what they can do every day.

Section 4: Word Study

Dear teach, try to prepare yourself to present some words and phrases that can be used with the days of the week. In order to achieve this section, a number of activities are already presented in the students' textbook. Let you devise your own way of mechanism which is more creative and productive to enable your learners to distinguish days of the week. Five periods are already allotted to cover this section.

Lesson 1: Filling the gaps from the days of the week

Subject matter

- ✓ Word study (days of the week)

Materials

- ✓ Large calendar
- ✓ Days of the week written on index cards
- ✓ Days of the week read-aloud book
- ✓ Abbreviations of days of the week's written on index cards
- ✓ Days of the week video
- ✓ Lesson instructions
- ✓ Weekday Song

Presentation

- ✓ Show the students the large calendar and ask them to take turn and talk with their neighbour about what they see on the calendar.
- ✓ Call on a few students to share out their responses.
- ✓ Use a song that will help them learn the days of the week.
- ✓ Sing the song with the students a few times and point to the days on the calendar as they sing.

Procedure

- ✓ Ask: what do they do from Monday to Sunday?

Assessment

- ✓ Teacher asks the students basic questions:
- ✓ What day is today? (e.g. Today is Friday)
- ✓ Are you free on Saturday evening? (e.g. Yes, I am)
- ✓ Is Monday/ Friday/the weekend? School day?

- ✓ When is your birthday? (e.g. My birthday is this Tuesday)

Answer key

Lesson 1: Filling the gaps from the days of the week

Activity 1: Fill in the gaps with the correct day

2. Friday

3. Wednesday

4. Thursday

Activity 2: Read the words aloud.

- ✓ Give necessary attention to activity 2.
- ✓ Activity 3: Write three sentences in the blank spaces
- ✓ Consider any possible answer according to the example in students' textbook.

Activity 3: Write three sentences in the blank spaces as in the examples.

I study science on Monday morning.

I visit my grandfather on Saturday afternoon.

I help my parents on Sunday evening.

1. _____.

2. _____.

3. _____.

Dear teacher, motivate students to write out of the given examples.

Lesson 2: Arrange the scrambled words

Activity 1: Write the scrambled days of the week correctly as in the example.

Scrambled	**Unscrambled**
edenysaW	Wednesday
oManyd	Monday
uesTyda	Tuesday
truSadya	Saturday
yidFar	Friday
hdusyTra	Thursday
Snuady	Sunday

Activity 2: *Write the name of the day that begins with the following letters.*

- ✓ M-Monday
- ✓ T-Tuesday
- ✓ W-Wednesday
- ✓ T-Thursday
- ✓ F -Friday
- ✓ S-Saturday
- ✓ S-Sunday

Activity 3: *Listen and repeat the song on "Days of the Week"*

- ✓ Assist the students to sing the song with you.

Section 5: Writing

Dear teacher, as a writing skill is an issue to produce a given task, in every unit of the textbook you are highly encouraged to motivate the students towards writing words, phrases, sentences or a short text. Although this is their second time to practise an initial writing, students need various strategies to get involved in the writing. To this end, there are some lessons and activities already prepared, but you need to motivate each student to participate in doing the writing activities. To the point, continue writing relatively longer words, phrases and short sentences. "The days of the week" is the effective topic and context chosen to deliver the writing session for this section. You are expected to cover this section in five continuous periods.

Lesson 1: Matching the days of the week with their correct order

Lesson objectives: at the end of the lesson, students will be able to

* *Write the days of the week with their correct number.*
* *Write your birthday or complete in the form of conversation.*

Subject matter

- ✓ Writing (days of the week)

Materials

- ✓ Days of the week written on index cards
- ✓ Days of the week read-aloud book
- ✓ Abbreviations of days of the week's written on index cards

Presentation

- ✓ Make the class recall the seven days of the week.
- ✓ Create how students can recall the sequences of the seven days of the week.
- ✓ Use a song that will help them learn the days of the week.
- ✓ Sing the song with the students a few times and point to the days on the calendar as they sing their names.
- ✓ Before writing about the days of the week, ask some questions: Do you know the day of your birth? Do you know the day when you go for shopping?

Procedure

- ✓ Remind what they have read about the days of the week in the reading sections.
- ✓ Remind them all the essential words they have studied under word study.
- ✓ Remind the song to remember the sequences of the days of the week.
- ✓ Ask: What do you know about the days of the week?
- ✓ Why do we need to write the days of the week?
- ✓ Create your own way of teaching to write the seven days of the week.

Assessment

- ✓ Follow up
- ✓ Check spelling
- ✓ Observation
- ✓ Participation
- ✓ Ask: When do you take English quiz? (On Thursday) What day is today? (e.g. Today is Friday) Are you free on Saturday evening? (e.g. Yes, I am) Is it (the school) on Monday/ Friday/the weekend?

Answer key

Lesson 1: Matching the days of the week with their correct order

Activity 1: Match the days of the week with their correct number.

A	B
1. Monday	D. First
2. Tuesday	B. Second
3. Wednesday	E. Third
4. Thursday	G. Fourth
5. Friday	A. Fifth
6.Saturday	F. Sixth
7. Sunday	C. Seventh

Activity 2: Fill in the missing letters to spell the days of the week correctly.

Mo**n**da**y** **T**ue**s**day We**d**ne**s**da**y** Th**u**r**s**day **F**rid**a**y Sa**t**ur**d**a**y** S**u**n**d**a**y**

Activity 3: Write the days of the week in their correct order.

Incorrect order: 1. Friday 2. Sunday 3. Monday 4. Thursday 5. Wednesday 6. Tuesday 7. Saturday.

Correct order: 1. Monday 2. Tuesday 3. Wednesday 4. Thursday 5. Friday 6. Saturday 7. Sunday

Lesson 2: Writing sentences

- ✓ Dear teacher, for the lesson 2, please collect the possible answers from the students.

Activity 1: Write your birthday as in the example. Follow your teacher's instructions.

Example: My birthday is on Monday.

Activity 2: Complete the dialogue according to the example given.

Dear teacher, please create any context that enable the learners to make dialogue in pairs on the days of the week. Example, when do you go to stadium?

UNIT 3 Traffic Lights

Unit objectives: Upon completion of this unit, students will be able to

* *Memorize/recite the traffic light colors with their meanings.*
* *Write the colors of traffic light.*
* *Use words to state color meanings of the traffic light.*
* *identify words related to significant road signs*
* *Identify what each color in the traffic light means.*
* *State/define words associated with traffic rules.*
* *Link specific colors to actions of pedestrians and drivers.*
* *Link the traffic light colors to classroom rules.*
* *Tell and demonstrate the meaning of the traffic light signs in English.*

Section 1: Oral Language

As has been mentioned, the main intention of this section is to improve students' listening and speaking expected of them. You are going to use the Traffic light colours as a main topic to present the lessons and activities. It is essential to display the traffic lights and talk about what the children know about traffic lights. However, in order to familiarize students from country side colours of cloth and shoes are presented in their textbook to bridge the gap. Therefore, your role is very crucial as usual to pronounce the three Traffic Light colorus i.e. green, yellow and red. It is mandatory to conduct repetition drill with proper pronunciation. Gently reminder is that your lesson should consider any type of disable students.

Dear teacher, it is clear that the purpose of the unit is to teach common colors using the traffic lights. However, the writers of this book do not like to limit you only to teach the three colours e.g. red, yellow and green. Therefore, you are respectfully requested to teach all primary colours by engaging students to bring colors and paint cards with these colors and play games/dialogue in asking and naming the coloured cards. The students can post the painted cards and the respective color names on the walls of the classroom under students' names.

Lesson 1: Listen and practice the letters.

Lesson objectives: at the end of the lesson, students will be able to

* *Listen and repeat words referring to traffic light colours.*
* *Pronounce the sounds of traffic light colours i.e. red, yellow and green.*

Activity 1: Listen and practise saying the letters below.

Gg	Rr	Yy

Dear teacher, although you are given that only three letters (g, r and y), you are encouraged to teach at least all the primary colours. The main purpose of this lesson is to teach the three traffic light colours (Green, Yellow and Red). Be aware that it is important for the students to learn the other colours as well. Students need to first acquire informational pieces before they can begin to understand color as a concept. Therefore, it might seem simple as blue is blue, before the concept of colour is understood. Students don't have the ability to understand that light blue and navy are both blue and they also lack the verbal skills to explain that to you.

Activity 2: Practise the dialogue below with a partner. Listen to your teacher's instructions.

Provide them any impoprtant colours that enable the learners to easily understand the traffic light. But, give due attention for the three colours please. Along with learning what each colour is called, students need to understand what colour represents; it's not size, nor shape, nor the name of the object, nor the texture, not the number of things showing. Constant repetition and expanding on what colours are and what they are not will help any student understand what the actual word color means. So, help them to conduct a dialogue on colours.

Activity 3: Sing a song about Traffic Light. Listen and follow your teacher.

Songs are very important for students of such grade. Therefore, give necessary attention to teach the song under *Activity 3*. Make important preparation on the song about traffic light before teaching.

Subject matter

- ✓ Traffic colour lights (pronunciation)

Materials

- ✓ Pictures
- ✓ Audio and/or video

- ✓ Total physical response (TPR)

Presentation

- ✓ First, let you introduce the three colours (red, yellow and green) from the objects in the classroom.
- ✓ Try to show a little video or picture relating to the traffic signs
- ✓ Sing a song about Traffic Lights from students' textbook.
- ✓ Use it if there is a possibility to use audio or video for the same song in the text.
- ✓ Ask students to sing the song with you.
- ✓ Ask students point to the colours as they sing from their text or from blackboard.
- ✓ Instruct the students to read, listen and say the words (red, yellow / amber, green).
- ✓ Instruct the students to listen to pronunciation of the Traffic Light colors.
- ✓ Conduct repetition drill with proper pronunciation see for the chart below:

Words	**pronunciation**
Red	/red/
Yellow	/jeləu/
Green	/gri:n/

- ✓ Implement Total physical response (TPR): the kids stop moving in the class when they see the red color card…
- ✓ Prepare and use eye-catching posters as prompts when playing a listening game.
- ✓ Display the traffic lights and talk about what the children know about traffic lights.

Procedure

- ✓ First, give the students the traffic light cues.
- ✓ Assist the students to pretend or act like vehicles (pay attention for the rural students who have less experience about vehicles).
- ✓ Instruct other groups of students to recite poem as group in unison.

- ✓ Give due attention that those students pretending like cars/vehicles must behave according to the traffic lights (colours).
- ✓ Encourage the students to distinguish the role and the orders of each traffic colour.

Assessment

Ask the students the following questions:

- ✓ What colour means to Go for drivers?
- ✓ What colour means to Go for pedestrians?
- ✓ What colour means to Stop?
- ✓ What the colour yellow tells them to do?
- ✓ You can also ask the students like this: Are traffic lights important?
- ✓ Instruct the students to draw a sign, colour it and tell him/her one thing about it.
- ✓ Motivate your student to spell /write out a key word correctly e.g. red; yellow; stop.
- ✓ Ask them to match the colours and their meaning.

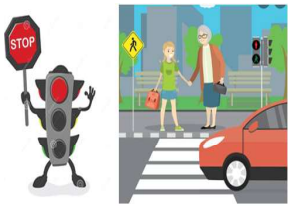
Dear teacher, there is a well-contextualized reading passage called 'Abdi and his mother's advice' to present about traffic light colours between Abdi and his mother. So, you are kindly requested to refer to to ease this unit.

Answer Key

- ✓ Make necessary observation and consider all the possible answers for Activity 1 to 3.

Lesson 2: Listen and Practice Traffic light colours

Activity 1: Listen and practise what your teacher says in your classroom.



Red: Stop. Stop.



Yellow: Wait. Wait and prepare to go.



Green: go.

Activity 2: *Listen and say the vowel and consonant sounds after your teacher*

A. Vowel Sounds

i	**e**

B. Consonant sounds

r	**y**	**g**

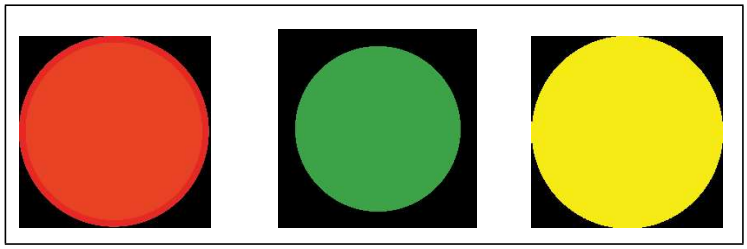
Activity 3: *Listen to your teacher, see the colours and practise pronouncing the names of the colours. Follow your teacher's instructions.*

Color matching memory games are another way to induced color learning to students with a game. Thus, I encourage to prepare this tpe of games for your students when possible. Based off the typical matching game of remembering where two like cards are to make a pair. I think you can prepare different cards with pained card.

Words	Colours
Red	
Yellow	
Green	

Activity 4: *Listen to the names of colours and point to each colour.*

1. Green 2. Red 3. Yellow



Dear teacher, in order to be more successful in this unit, let you try to visit and show what traffic light looks like and let the students practice.

Section 2: Reading

The target of this section is mainly to present the reading to the students through the Traffic light colours. The section contains various lessons composed of several activities in different modalities. Attempts have been made to design reading materials that match the theme and text type to satisfy this specific section. However, you have fully privileged to create your own reading text and use additional contextualized materials to teach the reading lesson using other reading resources. Although the intention of this section is to teach reading comprehension, you also need to consider simple tense to talk about activities, reading aloud and teach integrated skills. Finally, in case there are students who need special need, consider them by preparing inclusive lesson.

Lesson 1: Read and answer about the traffic light colours

Lesson objectives: at the end of the lesson, students will be able to

* *Identify the names, the colour and the sounds of traffic light.*
* *Explain the meaning of the three-traffic light colours.*

Activity 1: Read/listen and answer the colour of the objects as in the example.

What colour is the book?		red green yellow It's red
What colour is the banana?		red green yellow It's _____
What colour is the bag?		Red green yellow It's _____

Activity 2: Read the words below and match them with the colours. See the example.

A **B**

1. Red box

2. Green tree

3. Yellow pen

4. Red pepper

5. Yellow flower

6. Black stone

a.

b.

c.

d.

e.

f.













Activity 3: Read the below questions out loud. Follow your teacher's instructions?

1. What is the meaning of red traffic light?
2. What is the meaning of yellow traffic light?
3. What is the meaning of green traffic light?

Lesson 2: Read Traffic light

Activity 1: Answer the following questions.

1. Discuss what you know about the colours of traffic lights with your friend?
2. Do you walk across a street?
3. Tell the meaning of each coulour of traffic light.

Activity 2: Read the text titled "Abdi's Mother Advice about Traffic Lights" silently as your teacher reads it aloud. As you read, compare how your family advises you about Traffic Lights with Abdi's mother.

Activity 3: As you read the short text, fill the gaps in the table below as in the example. Pay attention to your teacher's instruction.

Activity 4: Discuss the following questions with your partner. Follow your teacher's instruction.

A. What do you do when you see a red traffic light?

B. Can you go when you see a yellow traffic light? Yes or No. Why?

Subject matter

- ✓ Reading (traffic light)

Materials

- ✓ Pictures, texts, charts

Presentation

- ✓ You display a picture of the traffic lights (signs) describing what each sign means.
- ✓ Assist the students to write out a word /phrase /short sentence on traffic light.
- ✓ Help the students to differentiate how each word of traffic light colours begins e.g. r; g; y.
- ✓ Assist the students to read the short text and answer the comprehension questions.
- ✓ Present short reading comprehension using the present simple tense to talk about activities on

different colours of traffic light (reading, writing, speaking skills integrated)

- ✓ Do the following before students read:
- ✓ Ask some questions: what do you know about traffic light? Do you know the colours of traffic light?
- ✓ While reading, encourage them to answer the comprehension questions.
- ✓ Help them to read again and aloud.

Procedure

- ✓ Guide the students what they can do before, during after they read.
- ✓ Inform them to use the picture as a clue.
- ✓ Unpack the key words in the reading text by using pictures and context.
- ✓ Ask very motivating questions to the students, especially before they read the text about Abdi and his mother on the advice about Traffic light.
- ✓ Read the text aloud to the students with some prediction questions at certain points to monitor comprehension.

Assessment

- ✓ Give students a worksheet that has traffic sign on one side and on the other separate boxes that describes each sign.
- ✓ Then, encourage the students to match it.
- ✓ Instruct the students match the signs to their meaning.
- ✓ Students are asked to match words with a picture e.g
- ✓ Stop vs red
- ✓ Wait vs yellow
- ✓ Go vs green

Answer Key

Lesson 1:

Activity 1:

It's yellow

It's green

Activity 2

1. B 2. E 3. A 4. C 5. F

Activity 3:

1. Stop
2. Wait
3. Go

Lesson 2

Activity 1:

1. Accept any possible answer.
2. Accept any possible answer.
3. Red means stop; yellow means wait; green means go.

Activity 2:

✓ Accept any possible answers and encourage students to talk about the advice they receive from their mother.

Activity 3

- Yellow
- Red
- Yellow

Activity 4:

A. Accept any possible answer

B. No

Section 3: Writing

This section contains three lessons and several activities to enhance students' writing skills. The lessons are designed not only to present the writings on traffic light colours; rather, there are language elements, such as simple present tense, vocabularies and spelling. You help the students to participate in different modalities of writing. For example, let the students match the traffic light colours with their meaning in the space provided and fill some blank spaces. Students are not requested to write complex or compound sentences. Let you instruct them to write some words from the traffic light issues and simple sentences connected to their previous lessons. As usual, you are responsible to present your lesson inclusively to benefit special need students.

Lesson 1: Write about traffic lights

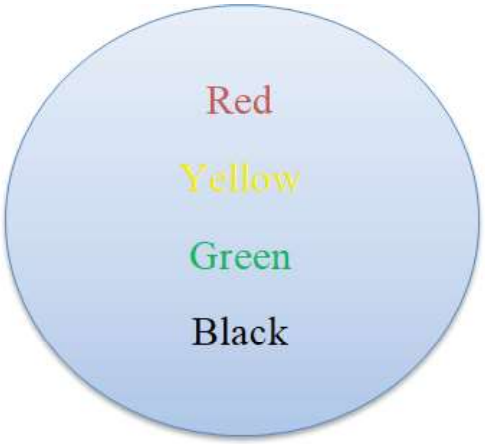
Lesson objectives: at the end of the lesson, students will be able to

* *Write the meaning of traffic light colours.*
* *Write simple and short text.*

Activity 1: Match the traffic light under A with their meaning under B. Look the example.

A	B
1. Green	A. Stop.
2. Red	B. Go and run away.
3. Yellow	C. Wait and prepare.

Activity 2: Fill in the blank space by choosing words from the word bank. Look at the example.



1. Students stop whenever they see a _____traffic light.
2. Every pedestrian goes whenever there is a _____ traffic light.
3. You only cross zebra when you see a green traffic light.
4. We wait and prepare to walk during a _____ traffic light.
5. A _____ traffic light means stop or do not go.

Activity 3: Write a short answer for the following questions as in the example. Pay attention to your teacher.

1. What do you do when you see red traffic light?

   I stop when I see red traffic light.

2. What do you do when you see yellow traffic light?

   _____

3. What do you do when you see green traffic light?

   _____

Activity 1: Say true if the sentence is correct and false if it is incorrect. Follow your teacher's instructions.

1. I stop when I see green traffic light. _____
2. I go when I see green traffic light. _____
3. I wait and prepare when I see yellow traffic light. _____
4. I never cross when I see the red traffic light. _____
5. I go when I see yellow traffic light. _____.

Activity 2: Write the scrambled colours of traffic light words correctly as in the example.

Scrambled	**Unscrambled**
eGenr	
olYlew	
deR	Red

Activity 3: Write the meaning of each traffic light colours in their order.

Colours	**Meaning**

Subject matter

- ✓ Writing (Traffic light)

Materials

- ✓ Charts, pictures, video/audio, poster
- ✓ Large Paper (black, red, yellow, green, blue, white…)
- ✓ Large chart paper with — The Traffic Light poem printed on it
- ✓ Printed transcript of the text lesson Traffic Lesson for Kids: Rules and Safety and hard copies of the lesson.
- ✓ Traffic Light Audio/video equipment
- ✓ Visual aids/Pictures / showing common road signs (including):
- ✓ Caution
- ✓ Stop sign

Presentation

- ✓ Conduct spelling and capitalization exercises.
- ✓ Conduct dictation exercise on key words e.g. zebra, yellow, green, red
- ✓ Assist students to write the meaning of each sign under a picture given.
- ✓ Example: The red light says _____. The_____ light says WAIT. The green light says____
- ✓ Continue writing relatively longer words, phrases and short sentences.
- ✓ Encourage students write/spell out traffic light colors/words.
- ✓ Help them to match Traffic light meanings with colors (match color& meaning)
- ✓ Spelling: Print the correct letter in the space for each word.

Procedure

- ✓ Advise students to talk and write about colours in the classroom.
- ✓ Let them write the traffic light colours as they remember first.
- ✓ Then, advise them to write traffic colour in their correct order.
- ✓ Now give them any topic in which they can write.

Assessment

- ✓ Trace and copy traffic lights colors

- ✓ Write the meanings of traffic lights in order:
- ✓ Red _____
- ✓ Yellow/Amber _____
- ✓ Green _____
- ✓ Put the jumbled colours of traffic lights in the correct meanings
- ✓ What do you do when you see red/yellow/ green light?
- ✓ What does red/yellow /green mean? _____

Answer key

Lesson 1

Activity 1: *Match the traffic light under A with their meaning under B*

1. B
2. A
3. C

Activity 2: *Fill in the blank space by choosing words from the word bank*

1. Stop
2. Green
3. Green
4. Yellow
5. Red

Activity 3: *Write a short answer for the following questions as in the example.*

2. I stop when I see yellow traffic light.
3. I go when I see green traffic light.

Dear teacher, you can collect any possible sentences from your students for the above activity.

Lesson 2

Activity 1

1. **False**
2. **True**
3. **True**
4. **True**
5. **False**

Activity 2

- **Green**
- **Yellow**
- **Red**

Activity 3

Colours	Meaning
1. Green	Stop
2. Yellow	Prepare
3. Red	Stop

Section 4: Word Study

This section is the continuation of the previous sections under this specific unit. Although the target of the lesson is mostly to present words related to the traffic light, there are possibilities to extend and present the activities in integrated way. As a result, when you introduce new words, try to use different strategies like, pictures or other visual colours.

Lesson 1: Make a sentence

Lesson objectives: at the end of the lesson, students will be able to

* *Identify specific words to construct simple sentences on traffic light.*
* *Use appropriate vocabularies when writing short text.*

Subject matter

- ✓ Word study (Traffic light colours)

Materials

- ✓ Image of a cross walk (Image from the lesson).
- ✓ Cross walk sign (showing ‘walk’ and ‘don’t walk’).
- ✓ Coloring-in pages with full page images of common road signs; Posters.

Presentation

- ✓ Encourage students to use appropriate words to talk about traffic light.
- ✓ Present related words and phrases of Traffic lights vocabulary:
- ✓ Example: red, green, yellow, amber
- ✓ yellow light, red light, stop light, green light
- ✓ cross a street, caution, be careful, stop, walk, yield, wait, zebra
- ✓ Teach key words: Pedestrian, cross walk, Zebra, Traffic,

Procedure

- ✓ Give students a range of directions, instructions and messages in structured and meaningful ways to use the words in traffic light.
- ✓ Assist them to identify correct words to solve problems during traffic light.
- ✓ Encourage students to integrate those traffic light words to use with appropriate grammar, vocabulary and tone.

Assessment

- ✓ Provide the students exercises to learn what each word associated with traffic light mean.
- ✓ Instruct the learners to match the word with the pictures.
- ✓ Coach each student to name the traffic signs.
- ✓ Use any possible teaching aid e.g. flash card exercise about traffic lights colors vocabulary.

Answer key

Activity 1: Say each of these words in a chart and make your own sentences as in the example.

yellow light	cross a street
red light	Zebra
green light	Wait
walk	Pedestrian
caution	Stop sign

Example: I always use zebra to cross a street.

- ✓ Dear teacher, please entertain any possible answers from your students as in the example.

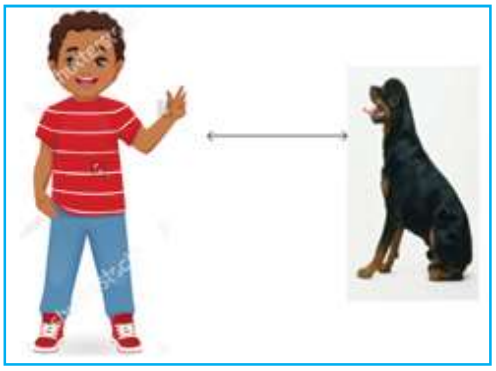
Activity 2: *Learn the following words from the picture.*

- ✓ For this activity (2), based on the picture students are going to mention the words after they identify from the picture. You can also collect any related and possible answers from your students.

Lesson 2: Make a sentence using 'this, that, these and those'

Activity 1: Make a sentence by using 'this and that' by looking at the picture



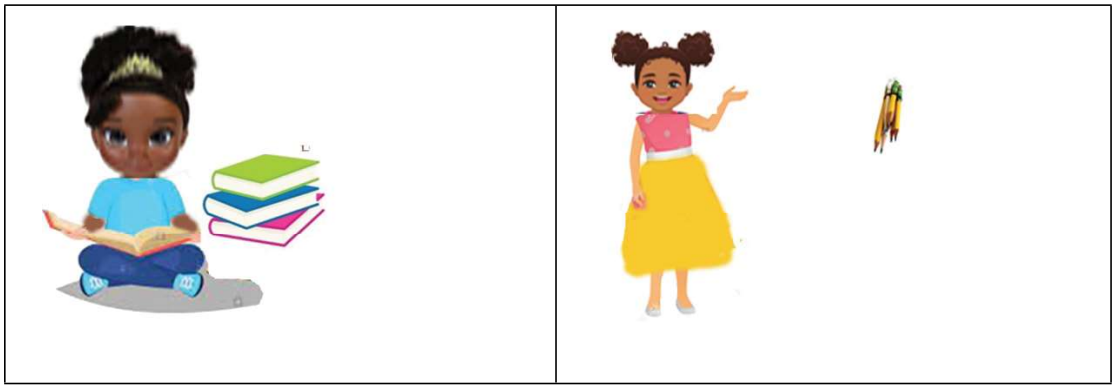


A. _____

B. _____

Dear teacher, do not limit your students only on the given picture to teach These and Those. Therefore, I encourage you to use the real objects in the classroom to motivate in making sentences by using These and Those.

Activity 2: *Make sentence by using 'these and those' by looking at the picture.*



A. _____

B. _____

Dear teacher, do not limit your students only on the given picture to teach These and Those. Therefore, I encourage you to use the real objects in the classroom to motivate in making sentences by using These and Those.

Activity 3: Mention each word in the place of numbers.



1. _____ 2._____ 3._____ 4. _____

Section 5: Expressions/dialogue

It is the matter of fact that, this section is not going to present any new lesson. However, the lessons and activities are presented in a way that students can practice a dialogue with their partner with the already obtained skills. Therefore, you are highly encouraged to create a conducive environment in which your students can conduct a conversation specifically on traffic light or another. Moreover, you need to motivate and initiate your students to express their ideas and opinions using a wide range of vocabulary on the traffic light. However, this time, you still continue familiarizing your students introducing some new words, correct grammar (simple present tense) and to speak loudly. Finally, give due attention; in case, there is a hearing impairment student in your class. This section takes about three periods to be covered.

Lesson: Practise the dialogue on traffic lights

Lesson objective: at the end of the lesson, students will be able to

* *Make a conversation on a traffic light and other related issues with their partner.*

Activity 1: *Practise the following dialogue about direction at traffic light with your partner.*

Dear teacher, please motivate them to participate in speaking about the direction on traffic light.

Activity 2: Listen and practice traffic rule.

As much as possible, help them to differentiate red traffic light from yellow and yellow from green.

Activity 3: Before concluding this unit, sing a song about colours of Traffic Lights again.

The song about traffic light colour is very important for the students to realize the colours of traffic lights. So, motivate your students to sing the song of traffic lights.

Subject matter

- ✓ Expressions (Imperative and present tense)

Materials

- ✓ Large chart paper.
- ✓ Printed transcript of the text lesson Traffic Lesson for students: Rules and Safety and hard copies of the lesson.
- ✓ Traffic Light Audio/video equipment
- ✓ Visual aids/Pictures / showing common road signs (including):

Presentation

Because you have already used traffic light colours in different sessions, you can relax and make this way: create a context.

Ask: what do you do when traffic light turns red?

- ✓ Turn left/right at the traffic lights.
- ✓ Don't turn right at the traffic light.
- ✓ Stop when the traffic light turns red.

Procedure

- ✓ Explain the meaning and the difference between traffic light colours to the class.
- ✓ Create a context in which some students can pretend like cars, others as a traffic light and other as pedestrian.
- ✓ Try to arrange to visit traffic light if there is a possibility.
- ✓ Present cards in three colours i.e. red, yellow and green and let students read according to the meaning.

Assessement

- ✓ Observation.
- ✓ Conduct various conversations.

Answer key

- ✓ Consider all the possible answers based on the activities.

UNIT 4 Forest

Unit objectives:Upon completion of this unit, students will be able to

* *listen to the names of different parts of a tree and repeat after the teacher*
* *understand the functions of root, stem and leaf*
* *comprehend the benefits of trees from the pictures in the text book*
* *use the above articles before different singular countable nouns correctly*
* *name the different functions of parts of a tree*
* *explain how trees help human beings to stay alive*
* *use the words in the blank spaces given in sentences*
* *copy down the lower cases, middle cases and the upper cases in the word "plant" correctly*
* *complete sentences with one word*

Section 1: Oral Language

The purpose of this section is to teach listening and speaking by creating the context on the importance of plants or forests. Consequently, in this section you need to focus on the improvement of various language competencies of the students at this stage. Listen to a test and tell the main idea of the text. For instance, you present the activities in which students fill in blank spaces while-listening a talk and pronounce correctly the list of words from their textbook. In addition, this section embraces that you encourage students to ask and answer questions. As much as possible, try to present the lesson in integrated approach but give due attention to main focus areas of the content e.g. let the students listen and repeat new words with appropriate pronunciation. To attain the need of all your students, the mode of your presentation must be inclusive for those students who need special support too e.g. hearing impairment.

In order to teach this unit very successfully, you are requested bring small trees or invite students for the same and engage to name parts of the tree they bring to class through a dialogue. If bringing the trees are not possible, you can take the students out of the class to touch and name parts of trees. By so doing, all the activities become manageable and easily taught. Taking the students to the trees or bringing the trees to the classroom is the best principle for you to teach this unit.

Lesson: Identifying Short and Long Vowel Sounds

Lesson objectives: at the end of the lesson, students will be able to

* *Pronounce short and long sounds alone correctly.*
* *Distinguish some vocabularies used in speaking and writing about forest.*

Subject matter

- ✓ Listening and speaking (forest)

Materials

- ✓ Articles from text, pictures

Presentation

- ✓ Assist the students to be in groups
- ✓ Speak about importance of trees (shade, firewood, habitat for birds, construction, making furniture/table, etc.)
- ✓ Ask questions: What does a tree have?
- ✓ A tree has….
- ✓ What do we use a tree for?
- ✓ We use a tree for
- ✓ Give the students different words with different articles and let them drill as repeatedly as possible.
- ✓ Help them as they individual work and copy down list of words.
- ✓ Whole class discussion on the meanings of these words e.g. root, leaf, timber…

Lesson 1: Short vowel sounds: /ɒ/, /ʊ/

Activity 1: Listen and practise saying the words with correct pronunciation

words	Pronunciation	Pictures
forest	/fɒrɪst/	
bush	/bʊʃ/	
stem	/stem/	

Dear teacher, while teaching the students to listen and say give necessary attention to short vowels. Your students can imitate the way you pronounce. So, give due attention to prepare yourself before coming to teach the lesson.

✓ **Long vowel sounds: /u:/, /i:/, /ɒ/**

Activity 2: *Listen and practise saying the words with correct pronunciation*

Words	Pronunciation	Pictures
Grass	/gr□:s/	
leaf	/li:f/	
tree	/tri:/	
Root	/ ru□t/	

The purpose of the above lesson is to teach the words with long vowels. Therefore, you are asked to make important preparation before teaching the long vowel words in the table above.

Lesson 2: The parts of a tree

A. Before you listen

Activity 1: *Answer the following questions before listening to the text.*

1. Make a prediction about the reading text based on the title and the pictures. Follow your teacher's instructions

B. Tell the meaning of the following words in the chart. Follow your teacher's instructions.

Root	Leaf	Stem

Before you ask the learners, motivate the students to prepare themselves towards the reading. Mind you that reading is a mental and psychological activity. Give them essential clues to prepare towards what they are going to read.

B. While listening

Activity 2: *As you listen, fill in the blank space. Look at the example.*

Parts of the tree	Their functions
Leaf	It is used as food factory of tree.
_____	It cleans the air and uses energy.
_____	It is used to support the tree.
_____	It holds the soil.
_____	It uses energy from the sun to produce food.

Dear teacher, let the students clearly know what they are going to do as soon as they start reading the tasks. You should inform them how many times they are going to read the paragraph. The time limit given for reading must be clear. You are also need to inform the students what they can do after filling the blank space. You might ask them to do in pairs or in groups. Finally, you are going to give them feedback.

Activity 3: *As you listen, give the meaning of the following words according to the text.*

1. Roots **absorb** water and nutrients from the ground. Absorb means_____?
2. Leaf cleans the air and uses energy from the sun to **prepare** food for the tree. Prepare means_____?

Dear teacher, be informed that this type of lesson helps the learners to attack words during the reading lesson. So, you help them to maximize their word capacity. Your contribution in this activity plays an indispensable role to learn the words.

c. After you listen

Activity 4: Answer the following questions based on the listening text.

1.Tell the other parts of the tree not mentioned in the paragraph.

2.Why do you think leaf is the important part of tree?

3.Have you ever seen leaf and stem? How do you see their difference?

Procedure

- ✓ Pre-listening –Prepare yourself well before coming to class and pronounce each word as correctly as possible.
- ✓ While listening - point out to the picture of the tree and forest.
- ✓ Help the students to say out the name of the parts of the tree after you individually.
- ✓ Post-listening – Prepare different activities that can engage all the students e.g. true or false and fill in gaps activities.

Assessment

- ✓ Check whether students are able to listen and repeat short and long vowels.
- ✓ Find out errors when students repeat pronouncing each word after you and give feedback by asking one of the students to pronounce it correctly.

Answer key

- ✓ Try to check whether students properly repeat and do the activities.
- ✓ Collect and encourage all possible answers.

Section 2: Expressions/dialogue

The main target of this section is to attract the learners to participate in the dialogue called the Importance of Forest. Because this topic has been already raised under the above section, students do have experience to immerse themselves into the dialogue. However, your contribution as English language teacher still remains important. You can still provide and remind some important vocabularies e.g. leaf, stem, root... from the forest to motivate them to the dialogue. In order to achieve the presentation and the appropriate delivery of this section, let you present all the lessons and activities one after another. Finally, remember to plan and cover this section in three periods.

Lesson: Making a dialogue

Lesson objective: at the end of the lesson, students will be able to

* *Practice a dialogue on the importance of forest and related issues.*

Lesson: Making a dialogue

Activity 1: *Practise the following dialogue with your partner like Kamal and Yado.*

Encourage all students to participate in different dialogues.

Activity 2: *Make a dialogue on the importance of trees.*

Let the students are motivated to talk about tress around their areas.

Subject matter

- ✓ Conversation (importance of forest)

Materials

- ✓ Text, picture, video

Presentation

- ✓ Ask this: Do you know the importance of trees? Do you know tree is important for habitat for birds, construction and making furniture/table?
- ✓ Ask any wood products in the classroom: chair is made up of?

Procedure

- ✓ Divide students in group or in pair.
- ✓ Then, let some asks the question and others answer about trees/forest.
- ✓ Make follow up to help the vocabularies they employ.

Assessment

- ✓ Observation
- ✓ Participation

Answer key

- ✓ Consider all possible answers.

Section 3: Word study

This section mainly presents word related to forests (e.g. forests, jungle, wood, timber, trees, plants, branch, leaves, roots vegetation, etc.). Although the purpose of the section is to give main focus on word study, there are a number of activities that enables you to improve the integrated skills of the students at this age.

Lesson: Practise saying the words

Lesson objectives: at the end of the lesson, students will be able to

* *Listen and repeat to some new words.*
* *Associate the names of objects with their words.*

Lesson 1: Practise saying the words

Activity 1: Repeat the following words in the word bank after your teacher.

Forest	**Plant**
Trees	**Leaves**
Bushes	**Timber**
Wood	**Stem**
Roots	**Vegetation**

Activity 2: Look at the following words and pictures and complete the sentences as in the example.

Dear teacher, I kindly request you to bring some parts of trees to the classroom. For example, come with leaves, stem, branches and others. You can also request your students to come up with such things. In addition, you can arrange a kind of school compound visit to show the learners the part of the tree (forest).

Activity 3: Describe (speak or write) about the trees or the forest in your village. Teacher can give one example by describing the trees in his/ her village.

Just apply similar activities you have already DONE under Activity 2.

Activity 4: Draw the pictures of tree, leaf and timber in the box below. Follow your teacher's instructions.

Dear teacher, motivate your students to draw the pictures.

Subject matter

- ✓ Word study

Materials

- ✓ Pictures, live trees, leaves…

Presentation

- ✓ You read the three words (e.g. stem, root, leaf) very carefully and the students practise reading the words after you.
- ✓ Read out the three sentences that describe the functions of the root, the stem and the leaf of the tree.
- ✓ Ask: do you know tree in your environment?
- ✓ Show them some tree around the school.

Procedure

- ✓ Ask them different questions: What does a tree have? A tree has….
- ✓ What do we use a tree for? We use a tree for....

Assessment

- ✓ Check whether students are able to read out words with short and long vowels.
- ✓ Find out errors when students repeat pronouncing each word after you and give feedback by asking one of the students to pronounce it correctly.
- ✓ Follow up and correct.
- ✓ Listen to the pronunciation of the students and give correction if you find errors.
- ✓ Answer key
- ✓ Consider the possible answers from the students.

Section 4: Reading

The target of this section is to improve students' reading skill. In order to attain the objective of this section, a reading passge called 'Importance of the Forest' has been prepared for you. To that end, there are a number of activities already designed in this section. The section has included the words **stand**",: "**prepare"** and "**absorb**" and identify two countable nouns that go with indefinite article **:"a"** and another two countable nouns that go with indefinite article "**an**" use indefinite article "**a**" or "**an**" before four countable nouns given in the textbook. Thus, your creativity and flexibility can ease your lesson. You do not forget to present the material in a way that is convenient for visually impaired students. You would cover this section in not more than six periods.

Lesson: Reading about the importance of forest

Lesson objectives: at the end of the lesson, students will be able to

* *Read the text.*
* *Discuss what they have read with a partner.*

Activity 1: Talk with a partner about the following:

1. Make a prediction about the story based on the title; 'The Importance of Forest'
2. Talk about the importance of forest.

Activity 2: As you read, say True or False in the blank space as in the example.

Activity 3: *As you read the text, match each question whether it is about the plant or forest. Look at the example.*

Lesson 2: Use "a and an"

Activity 1: Read and identify "a and an" in the text above. Pay attention to your teacher based on the examples.

Activity 2: Name the objects in the pictures as in the example.

Activity 3: Point to the objects in the classroom by using "a or an". Follow your teacher's instructions.

Activity 4: Match "a or an" with the name of professionals as given in examples

Activity 5: Tell your friend about the importance of forest in your village. Follow your teacher's instructions.

Subject matter

- ✓ Reading (Importance of Forest)

Materials

- ✓ Pictures, charts, articles…

Presentatation

Try to present in three stages:

- ✓ Pre-reading – Whole class discussion to do brainstorming activities and the teacher reads aloud list of words taken from the passage on forests.
- ✓ While reading – True/False & blank filling questions based on the text.
- ✓ Post reading – answer short answer questions on the passage

Procedure

- ✓ You read sentences that describe the functions of the root, the stem and the leaf of the tree.
- ✓ Ask the students to read out the words with articles as repeatedly as possible and the students repeat after you.
- ✓ Explain how to use each article in simple English or using a local language in a controlled way.

Assessment

- ✓ Observation
- ✓ Check and follow up.

Answer key

Lesson 1:

Activity 1: Talk with a partner about the following.

✓ Dear teacher, collect and consider possible answers for activity 1.

Activity 2: As you read, say True or False in the blank space.

2. True 3. True 4. False

Activity 3: As you read the text, match each question whether it is about the plant or forest.

1. A 2. B 3. B 4. A

Lesson 2: Use a or/and an

Activity 1: Read and point out "a and/or an" in the text above.

a	an
a human	an animal
a global warming	
a significant	
a huge	

Activity 2: Name the objects in the pictures with a or an

2. This is a/an exercise book. This is an exercise book.

3. This is a/ an orange. This is an orange.

4. This is a/ an chair. This is a chair.

5. This is a/ an blackboard. This is a blackboard.

Activity 3: Point to the objects in the classroom by using "a or an". Follow your teacher's instructions.

Activity 4: Match "a or an" with the name of professionals.

2. a farmer 3. a barber 5. an artist

6. a teacher 7. an engineer 8. a shopkeeper

Activity 4: Arrange your students in pairs or groups to tell the importance of forest in their village to each other. Follow your teacher's instructions.

Section 5: Writing

In the previous units and sections, you have presented writing lessons and activities in different modalities. Likewise, this section is planned to teach writing of different words, sentences and short texts. As a result, your contribution is more meaningful not only to present the activities in their textbook but you are responsible to devise effective mechanism to attract your learners in the writing process with any activities. For example, you guide your students by writing words with correct spelling, consider upper and lower cases, write sentences with correct punctuation and capitalization. You also present the grammar section 'a and an'. In order to entertain all these, adequate activities are already provided in the student's textbook one after another. Further, try to consider that your presentation could satisfy all students with special need. Lastly, you are expected to accomplish this section within six periods though flexibilities are inevitable.

Lesson 1: Writing Sentences

Lesson objective: at the end of the lesson, students will be able to

* *Write words, sentences and short texts correctly.*

Subject matter

- ✓ Writing

Materials

- ✓ Pictures of trees, charts…

Presentation

- ✓ Say: This week we have many interesting writing issues about Importance of the trees/forest. Do you know forest?
- ✓ Ask the students to write words, sentences and short text.
- ✓ Give them some words from the reading text.

Procedure

- ✓ Guide the students in recalling the story on the importance of forest.
- ✓ Ask questions that can remind some words and sentences in the text.
- ✓ Divide the class into small groups. Each group will combine phrases to make sentences. Each group should write two sentences. The sentences should make sense. Each sentence should begin with a capital letter and end with a period.

- ✓ Have groups present their outputs. Guide the class in giving feedback on whether the sentences formed make sense.
- ✓ Do the same to practice writing a paragraph.

Assesment

- ✓ Check the clarity of the lesson by asking some additional cases on the blackboard.
- ✓ Collecting learners' exercise books to give written corrective feedback on learners' attempt.

Answer key

Lesson 1: Writing Sentences

Activity 1: Write sentences on the following names of professionals by using "a or an".

Nurse

Farmer

Engineer

Actor

Teacher

Example: She is a nurse.

1. He is an engineer.
2. He is a farmer.
3. He is an actor.
4. She is a teacher.

Activity 2: Complete the following sentences from the text "The Importance of Forest".

1. Forest has great advantages for both animal and human being.
2. Plants absorb water from the soil through their roots.
3. The second importance of forest is to maintain the temperature and oxygen level of the atmosphere.
4. Forest helps in preventing a global warming.

Lesson 2: Write sentences and short text

Activity 1: Write five sentences about the importance of forest or trees and discuss with partner.

For both activity 1 and 2, consider any possible answers.

Activity 2: Encourage your students to write paragraph on the given tree picture. (Include about its leaf, stem, root...)

UNIT 5 Food Crops

Unit Objectives: Upon the completion of this unit, students will be able to:

* *listen and write words*
* *listen and label pictures*
* *listen and match words and pictures*
* *listen and identify consonants and vowels in words*
* *say words aloud*
* *identify sounds/letter at the initial and final part of a words*
* *speak about their favourite food*
* *identify subjects and verbs*
* *identify words showing number or mount of something*
* *identify subjects and verbs in short sentences*
* *identify and write different types of sentences*
* *identify and use end marks.*
* *unscramble sounds to make words*

Section 1: Oral Language

* *The main purpose of this section is to develop the listening and the speaking ability of learners. For this purpose, some listening and speaking activities are presented under oral language lessons. Therefore, engaging the learners in each activity properly is vital to achieve the main goal of this section in general, and each of the lessons under this section in particular.*

Lesson 1: Listening and Oral practice

* *The learners will be able to pronounce some words related to food crops accurately and identify some words of associated with crops, match words and pictures as they listen. They will also be able to identify*

categories of food crops.

Subject matter:

- ✓ Listening and oral practice

Materials:

- ✓ Available food crops in the area, pictures, list of words and sentences

Presentation:

- ✓ Tell the students to look at each picture of the food crops presented beside each word to help them associate the words with the pictures.
- ✓ Use some food crops available in the area to demonstrate the names of the food crops they listen and say after you.
- ✓ Read each word related to food crops aloud, and direct learners to match the words they listen with pictures presented in their text book.
- ✓ Give them a short explanation about the categores of food crops before you make them read each sentence aloud after you.
- ✓ Read each sentence (1-5) and encourage them to repeat each sentence after you.

Procedure:

1. Introduce the learners to the topic of the unit (food crops) in the form of question and answer. For example, ask them orally what food crops are, and elicit what they say on the black/ whiteboard. Tell them the meaning of food crops using examples like *maize*, *wheat, oranges etc.*
2. Direct them to look at the pictures under *Activity 1* in their textbook and listen to you as you read the words aloud
3. Encourage them to say each word aloud after you.
4. Make them to repeat the words after you twice or more times.
5. Next to oral practice of the words, move to the sentences that state categories of food crops.
6. Before they repeat the sentences after you, tell them about the categories of food crops stated in the sentences.
7. Then, let them repeat each sentence (1-5) after you until they master the pronunciation of each word in the sentences.

Assessment:

- ✓ Assess their progress in listening and saying words accurately.

Teacher's Activity 1:

- ✓ Reading names of some food crops and sentences that state categories of food crops aloud.
- ✓ Direct them to look at the pictures of food crops and read the words after you.
- ✓ Tell them to associate the words with the pictures.
- ✓ Then, tell them to listen and proonounce each word correctly.
- ✓ Encourage them to say each word aloud after you repeatedly.

Lesson 2: Listening to a short text

* *The learners are expected to be able to complete sentences as they listen to the short listning text.*

Subject matter:

- ✓ Listening to a short text and completing sentences.

Material:

- ✓ A short text on food crops for listening

Presentation:

- ✓ Introduce the lesson of the day, i.e., *Listening and completing sentences* .
- ✓ Direct them to listen a short text on food crops , and read the short text presented in this book for them

Procedure:

1. Introduce the lesson of the day ,listening a short text and completing sentences.
2. Tell the learners to read the incomplete sentences presented under Activity 1 in their text book before they listen to you reading a short text on food crops.
3. Direct them to copy the sentences as they shouldn't write on their text book.
4. Tell them to get ready for listening.
5. Direct them to complete the sentences with words they listen in the short text
6. Read the short text with normal speed and pause whenever it is necessary .
7. Inform them that you are going to read the text again and,
8. Encourage them to listen once more and correct their answers if they have made mistakes.
9. Ask them to tell their answers to the class turn by turn.
10. Finally, write the correct answerers on the black board.

Assessment:

- ✓ Their answers will give you an insight to check on their listening ability, and help you to shape your future teaching accordingly.

Teacher's Activity 1:

- ✓ Read the following text on food crops for the learners to complete the sentences they copied from their text books as you have told them according to the procedures presented above.
- ✓ Read the text again for them to give them opportunity to check and correct their answers for completing the sentences.
- ✓ Ask them to give their answers to the class and write the correct words or answers on the black/whiteboard and give them relevant feedback like appreciating for correct answers etc

Listenint Text:

Food Crops

The term 'Food crops' refers to plants, which provide food for human consumption, cultivated by men and women engaged in the field of farming or crop growing. Food crops mainly constitute of cereal, legumes, vegetables, tubers and fruits. Wheat, rice, cereals, millets, and maize are some important food crops.Other food crops include root crops such as potatoes, reddish, carrots and sweet potatoes. Vegetables are also food crops and among these can be mentioned cabbages, latus, and spinach. Thus, Food crops form the overall diet of a nation.

Answers:

1. Food crops
2. legumes
3. sweet potatoes
4. spinach
5. the overall diet

Teacher's Activity 2

1. Tell students to copy the table presented under "*Activity 3*" in their text book.
2. Direct them to read the categories of food crops in 5 columns of the table.
3. Tell them to get ready for listening lists of names of food crops.
4. Tell them to write the names of food crops they listen from you under their categories in the table.
5. Now, read the names of the food crops listed bellow one by one.
6. Give them few minutes to write the words they listen under their categories.

7. Ask them to tell their answers to their class when they complete the activity.
8. Write the correct answers on the black board for them to refer

Below are Lists of the names of food crops you read

1. cabbage
2. Pine apple
3. Rice
4. Beans
5. Peas
6. Lentils
7. Maize
8. Orange
9. Sweet potato
10. Carrots

Answers

Vegetable	Fruit	Legume	Cereals	Root vegetables/ tubers
• Cabbage	• Pine apple • Orange	• Beans • Peas • Lentils	• Rice • Maize	• Carrots • Sweet potato

Lesson 3: Talking about Food Crops

** The main purpose of this lesson is to enable learners to pronounce some names of food crops and short sentences accurately. It is also meant to encourage them to speak few things about the common food crops in their area .*

Subject matter:

- ✓ Listening and repeating words, short sentences and talking about familiar food crops .

Material:

- ✓ Lists of some names of food crops and short sentences and alternative questions and ways of answers.

Presentation:

- ✓ Say aloud the names of the food crops and some short sentences listed.
- ✓ Encourage the learners to say the words or sentences aloud after you.
- ✓ Motivate the learners to tell the common foods in thier area.
- ✓ Write alternative questions and answers on the blackboard.

Procedure

1. Introduce the lesson of the day – *Talking about food crops*
2. Tell them you say some names of crops for them.
3. Encourage them to repeat the words after you.
4. Check if they pronounce the words correctly.

The words you say for them:				
✓ Maize	Rice	Carrot	Pine apple	Barley

5. Then tell them you are going to read sentences that express food crops preference of people.
6. Now, read the sentences (1-5) presented in students text book for them and tell them to say them after you.
7. Encourage them to say each sentence aloud repeatedly.
8. Form a pair of students to encourage them to talk about the common crops in their area.
9. Then, write alternative questions and answers on the blackboard so that they can choose one from each to interact with their neighbor friends.

You may use the following alternative questions and answers to guide the lesson.

Questions
1. Can you tell me the food crops that are familiar in your area?
2. What are familiar food crops in your area?

Answers
1. The familiar food crops in my area are *wheat, maize, beans*, etc
2. The food crops that are familiar in my area include *maize, teff, sorghum*, etc

10. Next tell them to use one of the questions and answers to tell the familar food crops in their area .
11. Encourage them to interact and take a turn. Once they asked then they have to change their roles to tell the crops.

12. Move around to follow thier interaction and motivate them to talk in English.
13. When they complete their pair activity, encourage them to tell their class the common food crops in their area (or what they told to their friends) .
14. Give them relevant feedback about their speaking performance.

Assessment:

- ✓ Follow up students' speaking activity and get an insight about their speacking performance.

Teacher's Activity 1

1. Read aloud the lists of words presented in this book under procedure.
2. Encourage them to say each word aloud after you.
3. Check their pronunciation and help them to say each word correctly.

Teacher's Activity 2

1. Here, you read aloud the sentences 1-5 listed in students book.
2. Follow the activates listed under the teacher's *Activity 1* above.
3. Don't forget to listen and check their pronunciations of the sentences.

Teacher's Activity 3

1. Write the alternative questions and answers on the blackboard.
2. Read the questions and the answers for them.
3. Explain the possibility of choosing one question, and one way of answering.
4. Form a group of two (pair) to facilitate their interaction (question and answer).
5. Move around and motivate them to talk about the familiar crops in their area in English .
6. Give them enough time to practice such activity
7. After they practice well, motivate them to ask and answer the questions aloud so that you and their classmates listen what they say.
8. Assess their ability to ask and answer question.

Section 2 : Reading

** The main goal of this section is to develop students' reading skill in general, and to reinforce their ability to pronounce some vowels and consonants used in some terms of crops .*

Lesson 1: Reading Words Related to Food Crops

* *Students will be able to pronounce soume vowels and consonants in the given words.*
* *They will be able to say some words of crops correctly.*

Subject matter:

- ✓ Reading aloud some words and identifying the vowels and consonants.

Material:

- ✓ Lists of vowels, some consonants and some names of crops.

Presentation:

- ✓ Introduce the lesson: pronouncing some words of crops and identifying vowel sounds and some consonan sounds.
- ✓ Read aloud each vowel and consonant sound and the lists of words presented under lesson 1 in section 2 (Reading).
- ✓ Encourage students to say each of the vowel and consonant sounds and words aloud.

Procedure:

1. Introduce the lesson
2. Direct the learners to repeat each small and capital letters after you.
3. Listen and check students' pronunciations.

Assessment:

- ✓ Check students' reading and saying aloud the letters.

Teacher's Activity 1

1. Follow the procedures listed above
2. Direct the learners to read the vowels and the consonants in some of the food crops under "*Activity 2"* in their text book.
3. Tell the learners to read the capital and the small letters out aloud.
4. Tell them to say aloud the letters after you.

Teacher's Activity 2

1. Direct the learners to read the vowels and the consonants in some of the food crops under "*Activity 2*" in their text book.

2. Say aloud the vowels and the consonants listed under "*Activity 2*" and encourage the learners to say them after you/

Teacher's Activity 3

1. Direct the learners to read the words under "*Activity 3"*.
2. Tell them to say such words aloud after you.
3. Then tell them to underline the vowels in the words listed under "*Activity 3*".
4. Now, tell them to segment the vowels with the consonants that come before them in the words they have pronounced.
5. Move around and check what they do.

Lesson 2 : Reading words aloud

* *The learners will be able to read words related to food crops accurately.*

Subject matter:

- ✓ Reading words aloud

Material:

- ✓ List of words in students' text book.

Presentation:

1. Introduce the lesson: *Reading words aloud*
2. Read aloud each word listed in the text book.
3. Encourage them to say each of the words after you.

Procedure

1. Introduce the lesson
2. Direct the learners to repeat each word after you
3. Listen and check their pronunciations.

Assessment:

- ✓ Check the accuracy of their reading and saying the words aloud.

Teacher's Activity 1

1. Direct the learners to read the words listed under Activity 1
2. Read the following words aloud and motivate them to say each after you
3. Listen to them attentively to check the accuracy of their pronunciations of each word.

corn	maize	wheat	barley	teff	beans	sorghum	rice

Teacher's Activity 2

1. Encourage learners to read aloud the consonants and the vowels in the names of the food crops listed above.
2. Read the consonants and the vowels in each of the above words and motivate the learners to say them after you.

Lesson 3: Reading and matching

* *The learners will be able to read some names of food crops and match them with pictures that represent them.*

Subject matter:

- ✓ Reading words and matching them with pictures

Material

- ✓ Lists of crops and pictures that represent them.

Presentation

- ✓ Introduce the lesson: *Reading words and matching them with pictures*
- ✓ Reade the names of food crops listed under *Lesson 3* in student book/
- ✓ Direct the learners to look at the pictures of food crops presented under the lists of names of food crops.

Procedure:

1. Introduce the lesson
2. Read the lists of words under *Lesson 3* once.
3. Tell them to read the words and look at the pictures under the list.
4. Now direct them to copy the numbers and the blank spaces beside each number.
5. Then, tell them to write the appropriate word parallel to the number that represent each picture.
6. When they complete matching ask them to tell their answers to the class.
7. Write their correct answers on the chalk board.

Assessment

- ✓ Their answers can help to assess their vocabulary knowledge

Answers

1. Maize	6. Spinach
2. Wheat	7. Beans
3. Barely	8. Carrot
4. Rice	9. Banana
5. Sorghum	10. Cabbage

Section 3: Writing

* *The purpose of this section is to develop the writing ability of the learners through different activities such as writing words, phrases and short sentences. Thus, engaging the learners in all activities appropriately and effectively is vital to achieve the intended goal of this section.*

Lesson 1: writing words, phrases and short sentences

* *The learners will be able to write words, phrases and short sentences.*

Subject matter:

- ✓ Reading words and matching them with pictures.

Material:

- ✓ Lists of food crops and pictures that represent them.

Presentation

- ✓ Introduce the lesson: Reading words and matching them with pictures
- ✓ Reade the lists of the names of food crops listed under *lesson 3* in learners' book
- ✓ Direct the learners to look at the pictures of food crops presented under the lists of names of food crops

Procedure:

1. Introduce the lesson
2. Read the lists of words under *lesson 3* once
3. Tell them to read the words and look at the pictures under the list
4. Now direct them to copy the numbers and the blank spaces beside each number
5. Then, instruct them to write the appropriate word parallel to the number that represent each picture.
6. When they complete matching ask them to tell their answers to the class.
7. Write their correct answers on the chalk board.

Assessment:

- ✓ Their answers can help to assess their vocabulary knowledge

Answers	
1. Maize	6. Spinach
2. Wheat	7. Beans
3. Barely	8. Carrot
4. Rice	9. Bananas
5. Sorghum	10. Cabbage

Lesson 4 : Reading a short text

* *The learners will be able to identify the main idea of the short text they read and some specific information in the text.*

Subject matter:

- ✓ Reading a short text

Material

- ✓ A short text about food crops

Presentation

- ✓ Introduce the lesson : Reading a short text
- ✓ Ask the learners to define food crops and elicit the answers
- ✓ Direct the learners to read the short text and answer some questions

Procedure:

1. Introduce the lesson.
2. Ask them to answer the 2 questions related to food crops orally before they read the text.
3. Encourage the learners to read a short text on food crops.
4. Tell them to answer the questions under the short text as they read.
5. When they complete answering the questions from their reading, ask them to tell their answers to the class.
6. Write their correct answers on the blackboard.

Assessment:

- ✓ Their answers can help to assess their comprehension ability

Teacher's Activity 1

1. Follow the above procedure.
2. Encourage the learners to answer the two questions under "*Activity 1*" in their text book orally.
3. Tell them your own answer orally if they are unable to answer the questions.
4. Encourage them to read the short text on food crops in their text.
5. When they complete the task, ask them to tell their answers to their classmates.
6. Write the correct answers on the chalk board.

Answers

1. .------ fruits -----and grains
2. Corn, wheat , and rice
3. A food staple
4. Climate ---------- -------- and culture

Teachers Activity 2

1. Ask them to tell the class the commonly harvested crops in their area.
2. You may get different answers as the crops harvested vary from place to place.
3. Write some of their answers on the blackboard.

Section 3: Writing

* *The main purpose of this section is to develop the writing ability of the learners through different activities. Engaging the learners in the activities given under this section is vital for their sucess.*

Lesson 1: Writing words /phrases and sentences

* *The learners will be able to copy words or phrases and sentences .*

Subject matter:

- ✓ Writing words / phrases and sentences

Material

- ✓ Lists of words, phrases and sentences

Presentation:

1. Introduce the lesson: *Writing words / phrases and sentences*
2. Write the words / phrases and sentences listed below on the blackboard.
3. Direct the learners to read and copy what you have written on the blackboard.

Procedure:

1. Introduce the lesson.
2. Tell them to read and copy the words/ phrases and sentences on the blackboard.
3. Move around and check their performances.

Assessment:

- ✓ Observe their writing and check the accuracy of their writing in terms of spelling, word order etc.

Teacher's Activity 1

1. Write the words and phrases on the blackboard.
2. Direct them to copy the words / phrases on the blackboard.
3. Move around and check their writing .If they have some mistakes, help them to correct by themselves.

Words and phrases

1. Produce crops
2. Work in the field
3. Digging in the soil
4. Seedling bed
5. A farming tool
6. Watering plants

Teacher's Activity 2

1. If they complete copying the words on the chalk board, write the sentences listed below on the chalk board
2. Tell them to copy all of the sentences accurately.
3. .Move around and check their performance as they copy the sentences.

Lists of sentences you write on the chalk board:

1. My father produces crops
2. My sister and I water plants .
3. My mother works in the field.

Lesson 2: Writing missing letters

* *The learners will be able to complete the missing letters in some names of food crops.*

Subject matter:

- ✓ Writing the missing letters

Material:

- ✓ List of some names of food crops with missing letters.

Presentation:

- ✓ Introduce the lesson: *Writing the missing letters*
- ✓ Direct the learners to read the words with missing letters listed under *"Activity 1"* in the learners' text book and write the missing letter.

Procedure

1. Introduce the lesson.
2. Tell them to read and copy the words with missing letters.
3. Direct them to write the missing letters of the words listed under *"Activity 1"*
4. Move around and check their work.
5. Write the correct complete words on the blackboard.

Assessment:

- ✓ Observe their writing and check the accuracy of their writing in terms of spelling

Teacher's Activity 1

- ✓ Follow the above procedure (1- 5) to facilitate their performance and learning .

Answers
✓ **Beans wheat grain maize potatoes harvest**

Teacher's Activity 2

1. Tell them to read the words with missing consonants and vowels listed under Activity 2" in their text book.
2. Direct them to write the missing consonants and vowels in the words they have read.
3. Move around and support them to complete the task if they have found it difficult.
4. Asses their writing in terms of spelling.
5. Ask them to tell the spelling of the words they have completed.
6. Write the correct words on the blackboard.

Answers

carrots beans maize potatoes rice

Lesson 3: Correcting scrambled letters in words, and completing sentences

* *The learners will be able to correct scrambled letters and write correct words .*

Subject matter:

- ✓ Correcting scrambled letters in words

Material:

- ✓ List of words with scrambled letters

Presentation:

- ✓ Introduce the lesson : Correcting scrambled letters in words
- ✓ Direct the learners to read the words with scrambled letters presented under "*Activity 1 Lesson 3* in the learner's text book

Procedure:

1. Introduce the lesson.
2. Tell them to read and copy the words with scrambled letters.
3. Direct them to correct the scrambled letters of the words listed under "*Activity 1*" in *Lesson 3*.
4. Move around and check their work.

5. Ask them to give their answers.
6. Write the correct and complete words on the blackboard.

Assessment:

- ✓ Observe their writing and check the accuracy of their words in terms of the orders of the letters.

Answers

1. Fruit
2. Grains
3. Beans
4. Orange
5. Cabbage
6. Avocado

Lesson 3: Completing and Writing short sentences

* *The learners will be able to complete sentences and write short sentences .*

Subject matter:

- ✓ Completing sentences and writing short sentences

Material:

- ✓ Lists of words, incomplete sentences and words to write sentences.

Presentation

1. Introduce the lesson: *completing and writing short sentences*.
2. Direct the learners to read the incomplete sentences and the lists of words presented under "*Activity 1, lesson 3*" in the learners' book.

Procedure

1. Introduce the lesson.
2. Tell the learners to read and copy the lists of words , the incomplete sentences and words to write sentences.
3. Direct them to choose words from the list to complete sentences.

4. Tell them to use words wrongly arranged in a bracket to write correct sentences.
5. Move around and check their work.
6. Ask them to tell their complete sentences and give them appropriate feed back.
7. Write the correct and complete sentences on the blackboard.

Assessment:

- ✓ Their sentences can give you some insight about their sentence skills and shape your teaching accordingly

Answers

1. My father is a farmer.
2. He is working in the field.
3. Every morning, I help my parents watering the young plants.
4. My mother and sisters prepare seedling beds.
5. My elder brother takes farm tools to our father in the field.

Teacher's Activity 2

1. Direct the learners to write correct sentences using disordered words in each bracket presented under *Activity 2* in *Lesson 3.*
2. Tell them to notice the example given to them.
3. Ask them to tell their sentences to the class.
4. Write the correct sentences on the blackboard.

Answers

1. My brother bought orange.
2. I like banana.
3. My mother likes pine apple.
4. My father plants rice.
5. My friend does not like cabbage .
6. My sister likes sweet potatoes.

Teacher's Activity 3

1. Direct the learners to choose five food crops from the given list under *Activity 3* in *Lesson 3,* and write sentences to express their favorite food crops.
2. Tell them to read the example given to them.
3. When they complete the task, encourage them to tell their answers to their classmates .
4. Write the correct forms on the blackboard.
5. Their sentences will give you an insight about their ability to write correct sentences .

Section 4 : Expressions

** The purpose of this section is to enable learners to expres what they like and dislike using appropriate expressions in English. Thus, engaging them in the activities can develop their ability to express the required ability.*

Lesson 1: Expressing what we like and what we dislike

Subject matter: Expressing likes and dislikes

Material:

- ✓ Expressions such as likes and dislikes

Presentation:

- ✓ Introduce the topic: *Expressing likes and dislikes*.
- ✓ Write the examples on the blackboard.

Procedure

1. Introduce the topic and write the possible expressions on the blackboard
2. Read the example sentences under *Activity 2* under *Section 4* in their text once.
3. Then, tell them to study the sentences.
4. Then, direct them to use expressions in the bracket and write sentences of their own.
5. Check their sentences and give them relevant feedback**.**

Assessement:

- ✓ Their sentences will give you insight about their understanding of the use of the expressions.
- ✓ This will in turn give you direction for future teaching of such expressions

Teacher's Activity 1

- ✓ Write the expressions given in the bracket on the blackboard.
- ✓ Read each expression for them.
- ✓ Tell them to study the expressions.

Teacher's Activity 2

- ✓ Read the sentences given as example under *Activity 2* in the section.
- ✓ Direct them to read the sentences.

Teacher's Activity 3

- ✓ Tell them to choose one of the alternatives from each bracket and write sentences of their own.
- ✓ Encourage them to write at least 5 sentences using different expressions.

UNIT 6 Foods

Unit Objectives: Upon completion of this unit, students will be able to:

* *tell the main idea of the listening and reading passages*
* *fill in gaps while listening to a talk and while reading a text*
* *pronounce short list of words taken from the passage*
* *identify words with short /u/ and long /u:/ sounds*
* *copy words, phrases and expressions*
* *perform dialogue in pairs after rehearsing*
* *match words with pictures of various food*
* *express likes and dislikes using expressions likes/dislikes + infinitives/ gerund*
* *participate in pair conversation*
* *use words to construct sentences*
* *distinguish various vocabularies in line with food items*
* *write simple sentences*

Section 1: Oral language

* *The focus of this section is on developing the listening and the speaking ability of the learners. For this purpose, different activities are presented in the learners' text book. Thus, engaging the learners in the activities properly is very helpful to develop their ability in listening and speaking English.*

Lesson 1: Listening Words and saying aloud

* *The learners will be able to listen and say words aloud after their teacher accurately and properly.*

Subject matter:

- ✓ Listening words and saying aloud

Material:

- ✓ Lists of words and pictures

Presentation:

- ✓ Introduce the lesson of the day and direct the learners to do all the activates presented under the lesson properly.

Procedure

1. Introduce the lesson of the day.
2. Direct the learners to perform the activities properly.
3. Check what the learners do and accomplish on time.
4. Give relevant feedback to further increase students' learning and progress.
5. Give answers after receiving the learners' responses whenever it is needed.

Assessment

Their responses for each activity will give you ideas about their progress in different skills such as listening, speaking, reading and writing**.**

Teacher's Activity 1

1. Read aloud each word or phrase listed in the table under "*Activity 1*" in the learners text book and,
2. Tell them to repeat each of them after you.

Teacher's Activity 2

1. First, direct the learners to look at the pictures under " *Activity 2*" in their textbook.
2. Then, tell them to copy the incomplete sentences written beside the pictures.
3. When they complete copying the sentences, tell them to listen you speaking names of food, and complete each sentence.
4. Say each of the following words with normal speed of speech and wait for them to write the words on the space provided beside each sentence.
5. When they complete their task, ask them to read the completed sentences from their exercise book and write the sentences with appropriate words on the blackboard for reference .

Lists of names of food for reading

1. Cookies
2. Egg
3. Vegetables
4. Fish
5. peanuts
6. Row meat
7. Chips
8. Yogurt
9. Milk
10. Cheese

Lesson 2: Listening *a* short text

* *The learners will be able to listen and understand the main idea of the short text. In addition, They will be able to answer questions orally. They will also be able to listen and join parts of sentences listed under two columns under "Activtiy 1" in their text book.*

Subject matter:

- ✓ Listening a short text on healthy food

Material:

- ✓ A short text on healthy food for listening, questions about common foods, and parts of sentences from listening and different activities.

Presentation:

- ✓ Introduce the lesson, direct students to do activities, read a short text for students.

Procedure:

1. Introduce the lesson of the day: Listening *a short text on health food*.
2. Write the two sentences under *Activity 1* in *Lesson 2* on the blackboard.
3. Tell them to answer each of the questions orally and elicity their answers on the blackboard.
4. Direct the learners to read the parts of sentences written under two columns in their text book before they listen to you reading the text.
5. Tell them to get ready for listening a short text you are reading for them.
6. Tell them to join the parts of sentences presented under "*Activity 1*" as they listen to you reading a short text about healthy food.
7. Encourage them to read their joined sentences to their classmates.
8. As they read the sentences, write the correct sentences on the board.
9. Use their answers as means of assessing their progress in listening skill.

Teacher's Activity 1

- ✓ Ask them to tell you the common foods in their area and elicit their answers on the blackboard.
- ✓ Ask them to tell the common European foods they know and write their answers on the blackboard.
- ✓ Encourage them to tell more foods they know.

Teacher's Activity 2

- ✓ Tell the learners that you are going to read a short text on healthy food for them
- ✓ Before you read , tell them to read the parts of sentences presented under two columns in their text book
- ✓ Direct them to join the parts of the sentences that go together as they listen to you. Write the example given to them on the board
- ✓ Now, read the short text presented bellow with normal speed. Pause whenever there is a period or full stop.
- ✓ Read the short text once again before you discuss the answers for joining sentences
- ✓ After they complete the activity, ask them to tell the sentences they joined to their classmates. Give them relevant feedback and write the correct sentences on the board .

Answers

1. Healthy food is tasty and good.
2. You can find grains in bread and rice.
3. Milk, cheese and yogurt give you strong bone.
4. Meat and fish give you protein

Teacher's Activity 3

1. Tell them to answer the questions under "*Activity 2*" in their text book based on what they have listened from you
2. When they finish answering the questions, ask them to tell their answers to the class
3. Write the correct answers on the blakboard. Write the answers in complete sentences

Answers

1. Yes it is tasty
2. We can get grains in bread and rice
3. Milk , cheese and yogurt give me strong bone
4. Fruits and vegetables
5. They give me protein
6. It is good
7. It is bad

Lesson 3: Oral practice

** The learners will be able to pronounce words with short and long vowel sounds /u/ / o/ and / o:/, /ou / correctly .*

Subject matter:

- ✓ pronouncing words

Materials

- ✓ List of words with short and long vowel sounds / u/ ,/o/ and /o:/, and / ou/

Presentation

- ✓ Introduce the lesson of the day and pronounce each word with the given vowels correctly

Procedure:

1. Introduce the lesson of the day
2. Read aloud each word with short and long vowel sounds correctly to model the pronunciations.
3. Direct the learners to say the words after you.
4. Check the accuracy of their pronunciations of the words they say after you.
5. Make them practice the pronunciation of each word until they master them.

Teacher's Activity 1

1. Tell them to say the words with short and long vowel sounds /u/ ,/o/ and /o:/ , /ou /vowel sounds listed in the table under "*Activity 1*" in their text book.
2. Encourage them to pronounce each repeatedly until they master the pronunciation of each word.

Teacher's Activity 2

1. Direct them to make sentences orally using pairs of words given under "Activity 2" in their text book.
2. Tell them to read the example given to them before they produce sentences orally.
3. Then, elicit their sentences and write them on the board. Their sentences can vary

   Example: My sister put the cup on the table.

Section 2: Expressions of likes and dislikes

* *The purpose of this section is to enable learners to use expressions of likes and dislikes properly and accurately in their speech or writing*

Lesson1: Learning expressions of likes and dislikes

* *The learners will be able to express what they like and dislike using appropriate expressions in English.*

Subject matter:

- ✓ Expressing what the learners like and dislike

Materials:

- ✓ Lists of example sentences with expressions of likes and dislikes

Presentation:

- ✓ Introduce the lesson of the day
- ✓ Write examples on the blackboard
- ✓ Direct students' activities

Procedure:

1. Introduce the lesson of the day: *Expressions of likes and dislikes with examples*
2. Direct students to do activities given to develop the learners' ability to expresss what they like and dislike properly.
3. Check what the learners do and give relevant feed back and correction whenever there is a need.
4. Facilitate students' learning.
5. Assess students' learning using what they perform as activities
6. Provide answers when it is needed.

Teacher's Activity 1

1. Read the expressions of likes and dislikes presented under "*Activity 1*" in student text book for them.
2. Then, tell the learners to study the expressions and give them few minutes to study the expressions.

Teacher's Activity 2

1. Direct the learners to read the instruction for " *Activity 1* " and the example given under such activity in their text book.
2. Write the example on the blackboard (both the jumbled words and the correct sentence)
3. Now tell them to do the activity according to the example given to them.
4. Follow up their performance by moving around.
5. When they complete the activity, ask them to tell their answers to the class and write the correct answers on the board.
6. Give them relevant feedback as they tell their answers.

Answers

1. Azeb doesn't like taking photos.
2. Do Selam and her sister like playing tennis ball ?
3. Does Alem like reading books ?
4. Do Gelan and Kebede like playing football ?
5. Chaltu likes painting pictures.
6. Do you like reading stories?

Teacher's Activity 3

1. Direct the learners to choose appropriate word from the table under "*Activity 3*" in their text book to complete the sentences written on the left side of the pictures.
2. Tell them that the pictures can lead them to choose the appropriate word for each incomplete sentence.
3. When they complete the task, encourage them to tell their answers for each sentence turn by turn.
4. As they tell you their answers, write the correct answers in complete sentence on the board.

Answers

1. I like carrots.
2. I don't like eggs.
3. She likes oranges.
4. He doesn't like cake.
5. He likes yogurt.
6. My sister likes peas.
7. My brother likes mangos.
8. I like bread .

Section 3: Expressions for asking and offering helps

* *The main goal of this section is to enable the learners to ask for and give help using appropriate expressions in English. Therefore, encouraging learners to do ever activity presented under the lesson is vital to achieve the intended goal.*

Lesson 1: Expressions for asking and giving helps

* *The learners will be able to ask for help and offer help using appropriate expressions in English*

Subject matter:

1. Asking for and giving help

Material:

- ✓ Example expressions for asking and giving help

Presentation:

1. Introduce the lesson with examples.
2. Direct the learners to do activities.
3. Introduce the lesson of the day: *Expressions for asking and giving help*
4. Write example expressions on the blackboard.
5. Direct students to do activities given to develop their ability to ask for and give help using appropriate expressions.
6. Check what the learners do and give relevant feedback and correction whenever there is a need.
7. Facilitate students' learning.
8. Assess students' learning using what they perform as activities.
9. Provide answers when it is needed.

Teacher's Activity 1

1. Tell the learners to study the expressions for asking help presented under "*Activity 1*" in their text book.
2. Give them a few minutes to complete the activity.
3. Now, encourage them to use one of the expressions they have studied to ask their friend for help.
4. Tell them to take turn and do the same so that everyone could ask his friend for help.

Teacher's Activity 2

- ✓ Direct the learners to study the expressions for giving help presented under "*Activity 2*" in their text book .Give them a few minutes to study the expressions.

Lesson 2: Practicing short conversations and a dialogue

Teacher's Activity 1

1. Revise the previous lesson (*Expressions for asking and giving help*) by asking them to give examples for both.
2. As the purpose of *"Activity 1*" presented under *Lesson 1* in their text book is to reinforce what they studied in the previous lesson, give due attention for the practice and give them time to practice the conversations very well.
3. Now tell the learners to practice the short conversations presented under "*Activity 1*" in lesson 1 with a friend sitting beside them.
4. Follow their activities and assist them if they need your help.

Teacher's Activity 2

1. Before they practice the dialogue, direct them to associate the foods and the utensils with the pictures given beside each word in the table.
2. Read each word in the table as they listen to you reading for them.
3. Encourage them to study each word by associating with the picture that represents it. These words are useful as the unit is about foods.

Teacher's Activity 3

1. The dialogue presented under " *Activity 3* " in their text book is useful to give them more practice for asking and giving help in real situation.
2. Therefore, encourage them to practice it with their partners.
3. Tell them that one of them play the role of a customer and one of them the role of a waiter.
4. After they practice for few minutes, direct them to exchange their roles and play their new roles accordingly.

Section 3: Word Study and Reading

* *The main goal of this section is to enrich the vocabulary knowledge of the learners and to develop their reading skills through different activities. Therefore,engaging the learners in the given activities properly is essential to achieve the intended goal.*

Lesson 1: Word study

* *The learners will be able to learn new names of foods and identify the words for the categories of foods*

Subject matter:

- ✓ studying words of food items and names of categories of foods

Material:

- ✓ Examples and what they have studied in the unit (Foods)

Presentation:

- ✓ Remind what they have studied in the unit: *Names of different foods* .
- ✓ Elicit some of the names of food items they remember from their previous studies.
- ✓ Write the words they forward on the blackboard.

Procedure:

1. Introduce the lesson of the day (*word study*)
2. Revise what the learners have learned in the unit, particularly their studying the names of foods.
3. Ask them to tell the names of foods they know and write them on the board.
4. Tell the learners copy the table that contain categories of foods and the example.
5. Direct them to do the activity presented under " *Activity 1*" in their text book.
6. Follow their performance by walking among them.
7. Copy the table on the board.
8. Ask them to tell the class at least one name of food for each category. They may have different names of food to forward.
9. Write the correct ones under each category for them to use it as a reference.

10. Asses their knowledge of words of food items and their categories as you listen and write the their words on the board.

Teacher's Activity 1

1. Remind the learners that they have studied different names of foods in this unit. In addition, tell them that they have made to remember the words they know as you introduce the lesson of today.
2. Tell them to copy the table under "*Activity 1*" in their text book.
3. Now tell them to read the categories of foods in the table presented under "*Activity 1*" in their text book.
4. Then, tell them to read the categories written in the four columns of the table.
5. Next direct them to write / list the names of foods they know in their proper categories in the table.
6. Follow up their performances as you move around.
7. Finally, draw the table on the board and ask them to tell their words in each category to the class. As you listen to them ,write the words under their proper categories. Their words will vary, but the categories are limited.

Teacher's Activity2

- ✓ Tell them to add more names of foods from their friends' list and the words listed on the blackboard. But remind them to take care of writing them under proper category.

Lesson 2: Reading

* *The learners will be able to complete some incomplete sentences choosing appropriate words from the given alternatives. They will also be able to identify the main idea of the text they read and some specific information in the text.*

Subject matter:

- ✓ Reading short text

Material:

- ✓ Alternative words, incomplete sentences and short reading text

Presentation:

- ✓ Introduce the lesson of the day: *Reading*
- ✓ Direct the learners to do activities given to them.

Procedure:

1. Introduce the lesson of the day.
2. Direct them to do the activities given to them.
3. Move around and check their performance in each activity.
4. Give immediate relevant feedback for their performance.
5. Give correct answers after eliciting their responses.
6. Evaluate their performances as you listen to their responses.

Teacher's Activity 1

- ✓ Direct them to choose the appropriate word from the given alternatives to complete the sentences under "*Activity 1*"
- ✓ When they complete the task, ask them to tell their answers to the class and write the correct answers on the blackboard.

Answers

- B. healthy foods
- A. unhealthy
- A. junk food
- B. unhealthy

Teacher's Activity 2

1. Read the lines of poem presented under "Activity 2" in students' text for them ones. Then, tell them to read the poem and answer the questions that follow.
2. When they complete the activity, encourage them to tell their answers to their classmates
3. Write the correct answers on the board.

Answers

1. Strong ,healthy , fast and grow
2. Fruits and vegetables
3. Junk food ---------- healthy food
4. Healthy food
5. Junk food / unhealthy food
6. False
7. False

Teacher's Activity 3

1. Write the question and the answer given as examples for the learners on the blackboard (it is presented under "*Activity 3"* in their textbook)
2. Then tell them to choose the appropriate expression from the bracket to answer the questions presented under "*Activity 3* "
3. When they complete the task , encourage them to tell their answers to their classmates (Their answers vary based on what they like and dislike)
4. Write at least one or two of their correct answers for each question on the board .
5. Give them relevant feedback to encourage their participation.

Teacher' Activity 4

1. Write the names of food items given as example under "*Activity 4*" on the blackboard and tell them to add more names of food items from the poem they have read.
2. When they complete the activity, ask them to tell the class from their lists and
3. Write the words on the board.

Teacher's Activity 5

1. Write the incomplete sentence under "*Activity 5*" on the board.
2. Now, encourage the learners to use appropriate words from the poem they have read to complete the sentence.
3. When they complete the task, tell them to tell their classmates their answers and,
4. Write the words they tell on the blank spaces in the sentence you have written on the board.

Section 4: Writing

The purpose of this section is to develop the writing skills of the learners through writing activities. Thus, engaging the learners in such activities properly and effectively is vital to achieve the intended goal.

Lesson 1: Dictation

* *The learners will be able to write the correct words they listen from their teacher*

Subject matter:

- ✓ listening and writing words / phrases (dictation)

Material

- ✓ Lists of words and phrases to dictate the learners

Presentation

- ✓ Read out some words and phrases from the poem they have read

Procedure

1. Introduce the lesson: dictation before you readout the words and phrases presented for this purpose.
2. Tell them to get ready for listening and writing the words and phrases you are going to read out for them.
3. When they complete encourage them to tell the words they have written with their spelling.
4. Write the words with correct spelling on the blackboard and tell them to correct the words if they have made mistakes.

Teacher's Activity 1

1. Direct them to get ready for listening and writing the words and phrases you are going to read outfor them.
2. Now, read out each word and phrase listed below . Remind them to write every word / phrase as they listen.

The words and phrases you read out

- ✓ yogurt, vegetables, broccoli, rice, bean, healthy food, salty fries, junk food, chocolate bars

Teacher's Activity 2

- ✓ Ask them to tell the words they have written with their spelling and write the correct forms of each word and phrase on the board.

Lesson 2: Expressing preferences:

* *The learners will be able to use expressions of preferences to express what they like and dislike accurately. This lesson is intended to reinforce the learners' knowledge of expressions of preferences as they have also learned and practiced these expressions in their previous lessons.*

Subject matter:

- ✓ Expressing preference

Material:

- ✓ Example sentences

Presentation:

- ✓ Introduce the lesson: *Expressions of preferences*
- ✓ Remind them that they have learned such expressions in their previous lessons.
- ✓ Write few sentences that express what one likes and dislikes on the blackboard.

Procedure:

1. Introduce the lesson of the day and remind them about their previous exposures to the expressions they are going to practice in this lesson.
2. Write a few example sentences used to express likes and dislikes on the board.
3. Direct them to the activities assigned to them to do.
4. Move around to follow their performances.
5. Give them immediate relevant feedback towards their performances.

Teacher's Activity 1

1. Write a few example sentences used to express likes and dislikes on the blackboard after you have introduced the lesson as given under procedure.
2. Now tell the learners to copy the lines and the examples given under "*Activity 1*" presented in their textbook.
3. Then, direct them to write short sentences of their own using likes and dislikes.
4. Move around and check their performances and give them relevant feedback.

Teacher's Activity 2

1. Show the learners the new structure for expressing preferences before you make them write sentences for practice. The meaning of the expression and examples are given in their textbook.
2. Write the examples in their text book on the board and tell them to study the expressions .
3. Now, tell the learners to copy the lines under " *Activity 3"* in their textbook and write sentences of their own using the same structure " *prefer----------to---------*
4. Move around to check their sentences and provide immediate relevant feedback.

UNIT 7 Polluted Environment

Unit Objectives: Upon completion of this unit, students will be able to:

* *listen and write words while listening*
* *listen and repeat important words after the teacher.*
* *copy down words from the board*
* *identify English short and long vowel sounds*
* *read simple words/sentences and complete blank spaces*
* *say out the new words about environmental pollution.*
* *say out sentences about the message of the story.*
* *write some short sentences.*
* *unscramble sounds to make words*

Section 1: Oral Language

* *The focus of this section is on developing the listening and the speaking skills of learners. To achieve this purpose, students should be engaged in different listening and speaking activities presented in different lessons of the section. Therefore, the teacher's role in engaging students in the given activities is vital.*

Lesson 1: Listening

* *Students will be able to write some words related to pollution while listening to their teacher , listen and repeat important words after the teacher, and match words/ phrases and pictures as they listen to their teacher reading a short text on polluted environment.*

Subject matter:

- ✓ Listening

Material:

- ✓ lists of words related to pollution and a short text about pollution.

Presentation:

- ✓ Read each word aloud and make the learners repeat them accurately after you.

Procedure:

1. Introduce the topic of the unit and the lesson of the day in a clear language.
2. Tell the learners that you are going to read some words related to pollution (which is the topic of the unit)
3. Tell them to get ready to listen and repeat each word after you.
4. Read each word aloud and encourage them to repeat it after you.
5. Read the words aloud again and check if they correctly pronounce them.

Assessment/ Evaluation

Give attention to the learners' pronunciation and check if they correctly say each word as they say them after you. Correct the wrongly pronounced words by saying them correctly and making the learners repeat after you again.

Teacher's activity 1

- ✓ Tell the learners to get ready for listening and repeating the words related to pollution after you.
- ✓ Read each word listed below aloud and encourage the learners to repeat the words after you.

Lists of words to say aloud

1. Pollution
2. environment
3. chemical
4. protect
5. waste material
6. toxic
7. throw
8. handle
9. gas
10. contamination

Teacher's Activity 2

Before you read the text about polluted environment, encourage them to tell the meaning of pollution oraly . Direct them to see some pictures that indicate pollution in their text.

Teacher's Activity 3

1. Tell the learners to copy the number and the line given beside each picture
2. Before you read the text, direct the learners to look at the pictures presented under activity 2 in their text book.
3. Tell the learners to use words or phrases related to pollution from the listening text and write the appropriate word on the blank spaces they copy.
4. Read the short text presented bellow with normal speed, and pause whenever necessary.
5. When they finish ,ask them to tell their answers to the class.
6. Write the correct answers on the chalk board.

Listening Text

Polluted Environment

Pollution is when gases, smoke and chemicals are introduced into the environment in large doses that makes it harmful for humans, animals and plants.
Factories, vehicles such as cars, planes and trucks contribute to air pollution.Some of the waste materials that we throw away are toxic to our environment. They contain chemicals that can leak into the ground and contaminate the water we drink, which we call it water pollution

Assessment

- ✓ Check their answers by giving them opportunity to tell their answers to their classmates. As they tell their answers, write the correct answers on the blackboard.

Answers

1. water pollution
2. waste materials
3. smoke
4. air pollution
5. chemicals

Lesson 2: Speaking

* *The learners will be able to listen and repeat important words after you, say out the new words about environmental pollution and sentences about the message of the story.*

Teacher's Activity 1

1. Direct the learners to look at pictures representing the causes of pollution in the previous lesson
2. Encourage them to tell their classmates the causes of pollution based on their observations of the pictures presented for *lesson 1.*
3. Write the example given for this purpose in their text book on the chalk board (i.e throwing waste materials)

Subject matter:

- ✓ The causes of pollution

Material:

- ✓ The short text presented in the listening session and the pictures presented for listening activity in the previous lesson.

Presentation:

- ✓ Introduce the activity and directe the learners to look at the pictures presented for the previous lesson. Tell them to remember what the short text for listening in the previous lesson discusses. Encourage the learners to tell the causes of pollution to their classmates based on what they have listened and watched.

Procedure

1. Remind the learners that they have obtained some information about pollution and causes of pollution from their listening to a short text read by you and the pictures presented under *Activity 1* in listening session.
2. Tell them to look at the pictures presented under A*ctivity 1* in the previous lesson again, and to remember what they have listened from the short text on polluted environment.
3. Now encourage them to tell their classmates the causes of pollution. Encourage them to tell at least one cause of environment pollution as the given example in their text book.
4. Finally, write the possible causes told by learners by adding your own.Their answers may vary based on their understanding of the concept of pollution and the causes of pollution. But try to list the true causes of pollution.

Teacher's Activity 1

1. Direct the learners to look at pictures representing the causes of pollution in the previous lesson.
2. Encourage them to tell their classmates the causes of pollution based on their observations of the pictures presented for *lesson 1*.
3. Write the example given for this purpose in their text book on the blackboard (i.e throwing waste materials)

Assessment

✓ Elicit the various causes of pollution presented by learners and check the extent of their understanding of the concept of pollution and the causes of pollution from their listening and watching pictures.

Possible Answers

1. Smoke, gases from cars, trucks etc. introduced in to the environment in large doses
2. Chemicals from industries , thrown plastics
3. Throwing waste materials here and there etc.

Teacher's Activity 2

1. Direct the learners to watch the pictures presented under *Activity 2* in their text book.
2. Encourage students to tell their classmates what they can do to make their environment free from pollution
3. Collect ideas related to what the learners can do to have pollution free environment, or the solutions suggested by the learners to have pollution free environment.
4. Ask them to tell their classmates about what they can do to have pollution free environment.
5. Write some of the relevant ides on the blackboard. Their answers may vary.

Section 2: English Subject Pronouns

* *This section deals with English personal pronouns, particularly subject pronouns. The main purpose of this section is to help learners study, identify, and use English personal pronouns appropriately in sentences.*

Lesson 1: Studying English Subject Pronouns

* *The learners will be able to identify and use English personal pronouns accurately and properly.*

Subject matter:

- ✓ English Subject pronouns

Materials:

- ✓ Lists of subject pronouns and pictures to represent each pronoun.

Presentation:

- ✓ Read each pronoun aloud after you give the learners time to study the pronouns listed in the table under activity 1 in their text book.
- ✓ Direct the learners to look at the pictures presented under "*Activity 2*" in L*esson 1* in their text book. The pictures represent the pronouns in English.

Procedure:

1. Introduce the lesson of the day by writing it on the blackboard and saying it aloud
2. Tell them to study the personal pronouns listed in the table under Activity 1 in their text book.
3. Direct them to look at the pictures that represent each personal pronoun given under activity 2 in their text book.
4. Finally, ask them to demonstrate their understanding of personal pronouns by pointing to their friends, themselves etc. This might help you to evaluate their understanding and to direct your teaching.

Teacher's Activity

1. Follow the above procedure.
2. Direct the learners to read the English subject pronouns listed under activity 1 in their text book.

Lesson 2 : Idintifying English Subject Pronouns

* *The learners will be able to identify subject pronouns in English used in different sentences. This will enable them to use the pronouns in sentences and or texts appropriately .*

Subject matter:

Identifying English Subject Pronouns

Material:

- ✓ List of sentences that contain different Subject pronouns in English.

Presentation:

- ✓ Give the learners a clear direction as to what they have to do to complete activity 1 in their text book.

Procedure:

1. Tell them to copy the pronouns and the example presented in the table under activity 2 in their text book.
2. Direct them to read the example given in the table.
3. Encourage them to use each pronoun in their own sentences.
4. Move around to check if they are doing the activity properly.

Teacher's Activity 1

1. Follow the above procedure.
2. Tell the learners to copy the sentences presented in the table under A*ctivity 1* in their text book
3. Direct them to underline the pronouns in each sentence.

Teacher's Activity 2

- ✓ Tell the learners to copy the pronouns in the table and to write short sentences using English personal pronouns listed in the table.

Assessment

- ✓ Their sentences will vary if they are writing individually. Thus, try to see their sentences and give them feedback by correcting their sentences as much as you can.

Section 3: Reading

* *The aim of this section is to develop the reading skills of the learners in general and their knowledge of new words related to pollution in particular. Thus, helping the learners to involve in every activity presented under this section properly is very important to achieve the goals of each lesson.*

Lesson 1: Reading aloud and studying Words

* *The learners will be able to read new words related to pollution correctly and develop their knowledge of such words. They will also be able to geuss the meaning of the words using a picture and a sentence given as example for each.*

Subject matter:

- ✓ Words related to pollution

Material

- ✓ Lists of words related to pollution and their meanings (They are related to the topic of the unit)

Presentation

- ✓ Read the words aloud to show the learners the correct pronunciation of each word. Help them to understand the meaning of each word by giving them relevant and simple examples.

Procedure

1. First introduce the lesson of the day.
2. Direct them to read each word in the list
3. Read the words for them and encourage them to read each word aloud after you.
4. Then tell them to study the meanings of the words in the list with the help of you. Give them an example for each (For example, in the form of question and answer).
5. Check their understanding of each word before you move to the next word.

Assessment:

- ✓ Check their understanding of the meaning of each word by asking relevant and simple questions as the example given under *Teacher's Activity 1*.

Lesson 2: Reading and completing a short text

* *The learners will be able to read the short text about pollution and fill in the blank spaces in the text with appropriate words or phrases.They will also be able to comprehend the main idea of the short text .*

Subject matter:

- ✓ Completing a short text about pollution

Material

- ✓ A list of words and phrases related to pollution and a short incomplete text on pollution

Presentation

- ✓ Introduce the activity they do today

Procedure

1. Ask them to tell you about what they have learned the previous day so that you can relate today's activity with words and phrases they have studied in the previous lesson .
2. Now direct them to read the words and phrases listed in the table. In addition , inform them that these words and phrases are related to pollution.
3. Then, tell them to read and fill in the short text using appropriate words or phrases from the list.
4. Move around the room to follow up their performance and assist them whenever they need.
5. Discuss their answers and write the correct answers on the blackboard.
6. Direct them to read the complete short text again so that they could get the idea of the text clearly.
7. Now make them answer the two questions under *"Activity 2*" in their text book as a post-reading activity .

Teacher's Activity 1

- ✓ Tell them to read the words and phrases listed in the table under "*Activity 1"* in their text book .
- ✓ When they complete reading the lists of words and phrases in the table , tell them to read and fill in the blank spaces using appropriate words / phrases from the list.

Assessment:

- ✓ Give them opportunity to tell their answers to their classmates. This might give you an insight about extent of their success in completing the text with appropriate words / phrases, and their understanding of the main ideas of the short text.

Lesson 3: Short and long English vowels

* *The learners will be able to read words with short and long vowel sounds accurately. They will also be able to identify short and long vowel sounds in words.*

Subject matter:

- ✓ Studying short and long English vowels.

Material:

- ✓ Lists of words with short and long vowel sounds

Presentation:

- ✓ Introduce the short and the long vowel sounds with examples

Procedure:

1. Introduce the lesson of the day: short and long vowels in English
2. Read the short and the long vowel sounds to model their pronunciations
3. Encourage them to read the vowels and the words with such vowels aloud

Teacher's Activity 1

1. Direct the learners to read the short and the long vowels presented under "Activity 1" in their text book .
2. Then, read the short and the long vowels for them.
3. Now, tell them to read the short and the long vowels aloud after you repeatedly.

Teacher's Activity 2

1. Tell them to read aloud the short and long vowels from the words listed under *"Activity 2"* in their text book.
2. Give individual students a chance to read them aloud. If they make mistakes, try to correctly read each aloud without telling them they have made a mistake.

Teacher's Activity 3

1. Direct the learners to read aloud the pair of words with short and long vowels listed in the table after you.
2. Tell them to notice the short and the long vowel sounds in the pairs of words as you and they read them aloud. Example: apple with short "a" and acorn with long "a "

Teacher's Activity 4

1. Tell the learners to copy the table before they do the activity.
2. Then , tell them to read the words with long and short vowels.
3. Now direct them to list or write the words under their proper groups in the table they copied.

Section4: Writing

* *The focus of this section is on developing the writing skills of the learners. The skills range from copying phrases and short sentences to writing their own short sentences.*

Lesson 1: Writing phrases and short sentences

* *The learners will be able to copy phrases and short sentences correctly and properly. They will also be able to complete a short text choosing appropriate words or phrases from the listed words or phrases under activity 1 in their text book .*

Subject matter:

- ✓ Completing short text with appropriate words/phrases

Materials

- ✓ Incomplete short text and lists of words , phrases and short sentences

Presentation

- ✓ Explain Activity 1 & 2 presented in students' text-book

Procedure

1. Introduce the lesson of the day by telling them that they are expected to complete a short text with appropriate words/ phrases choosing from the given list under activity 1 in their text book.
2. Tell them to copy the lists of words / phrases and sentences into their exercise book
3. Write numbers 1-5 in order on the blackboard for them to use to write their answers for the missing words or phrases in the short text.

4. Tell them to copy such numbers.
5. Now tell them to complete the short text choosing appropriate words or phrases from the list they have copied.
6. In addition, direct them to write the answers parallel to numbers they have copied from blackboard.
7. Assist them to complete the task by moving around.
8. When they complete the activity, encourage them to tell their answers to their classmates turn by turn.
9. Write the correct answers on the blackboard as they tell their answers to the class.

Assessment:

- ✓ Their answer to the above activity might give you an insight about their progress in learning words related to pollution and their writing at least at word level.

Answers

1. Humans
2. Trash
3. Water pollution
4. Harmful chemicals
5. Cause

Teacher's Activity 1

- ✓ It has been already completed in the above procedure

Teacher's Activity 2

1. Explain *Activity 3*, which is presented in their text book.
2. Tell the learners that the purpose of this activity is to help them write correct sentences in English.
3. Write the example given on the blackboard to show them how to reorder scrambled words can lead to write correct sentence.

Answers

1. Students should work together to avoid pollution.
2. People need to clean sources of water.
3. The result of smog is chemical pollution.
4. Cleaning our environment regularly helps to minimize pollution.
5. Nature and people are the causes of pollution.

Lesson 2: Writing short sentences

- ✓ The learners will be able to write short sentences using words related to polluted environment and short sentences about polluted environment.

Subject matter:

- ✓ Writing short correct sentences in English

Materials:

- ✓ Lists of words and phrases related to polluted environment and an example of a sentence with one of such words

Presentation

- ✓ Explaine sentence, elements in a sentence and the function of sentence , which is conveying a message or a complete idea.

Procedure

1. Introduce the lesson of the day as given under Teacher's *Activity 1* above
2. Direct them to read and use the lists of words given under "*Activity 1*" in their text book
3. Now tell them to write five correct sentences of their own using five of the words given to them. you also tell them to read the example given.
4. Follow the learners by moving around. If they need help offer the necessary support.
5. Try to check what they write and give them the necessary constructive feed back.
6. As their sentences vary, give a few learners opportunity to read one of their sentences turn by turn. You may write the correct version of their sentences on the black board with out telling them their sentences are wrong .

Teacher's Activity 1

- ✓ It has been already completed . Follow the procedure above

Teacher's Activity 2

1. Remind them the topic of the unit and what they have done in the unit such as listening about polluted environment ,reading a short text on pollution and studying some words related to pollution etc.
2. Then , encourage them to use their knowledge of pollution or polluted environment and write 5 sentences about polluted environment.
3. Direct them to read the example given to them or write the example on the blackboard to make the instruction more clear for them.
4. Follow up what they do by moving around.
5. Check their sentences when they give you to correct.
6. You also need to give any necessary feedback that can help them learn better.
7. When they complete writing sentences, encourage them to read their sentences to their classmates turn by turn.
8. Write the correct version of their sentences on the blackboard without mentioning their mistakes as they may see their mistakes when you write the correct ones.

UNIT 8 Good Manners

Unit Objectives: Upon completion of this unit, students will be able to:

* *tell the main idea of the listening and reading passages*
* *pronounce the list of words*
* *recount the story they read from the text*
* *write simple sentences about their manners*
* *converse with the partner about good manners*
* *copy short sentences*
* *write simple sentences about good manners*

Section 1: Oral Language

* *The purpose of this section is to develop the learners' listening and speaking skills through different activities given under listening and speaking lessons in students' text book. Therefore, encouraging and supporting the learners to complete every activity within the given time is very important to achieve the goal of teaching English language in general and teaching listening and speaking in this section in particular.*

Lesson 1: Listening and Completing Sentences

* *The learners will be able to listen a short story and complete sentences with appropriate words and or phrases. They will also be able to identify polite words.*

Subject matter:

- ✓ Listening a short story

Materials:

- ✓ A short story about good manner ,words and phrases , question and incomplete sentences.

Presentation:

- ✓ Before they listen the short story, ask them to tell you the common polite words they know orally.
- ✓ Read the short story and direct students to complete sentences as they listen.

Procedure

1. Introduce the lesson of the day: *listening a short story and completing sentences*.
2. Tell the learners to copy the incomplete sentences before you read the short text.
3. Direct the learners to listen and complete sentences with words and phrases they listen from a story.
4. When they complete, read the story once again for them to get chance to check their answers.
5. Ask them to tell their answers to the class and write the correct answers on the blackboard.

Teacher's Activity 1

- ✓ Ask them to tell the class the common polite words they know. You can tell them two of such words or phrases to encourage them tell the words they know orally.

Teacher's Activity 2

1. Read the short text about good manner presented bellow.
2. Remind the learners to complete the sentences under Activity 1 in their text book as they listen.

Teacher's Activity 3

- ✓ Now, read the text again.

Listening Text

Be polite

Belay was an angry little fellow. He was often rude to all people around him. He didn't like being polite to people. His parents and teachers often lectured him about using words like please,thank you, sorry, etc. However, nothing they said or did affected him. Whenever he wanted something, he would simply snatch it or throw a fit to get what he wanted. If anyone wanted to get something, he would simply make fun of other people and walk away.

One day, Belay was playing in his outhouse with his cat. An old woman was passing by his house. She requested him to give her directions about a particular house. "Can't you see, old woman. I'm playing here," he scorned. "Go get a bell and mom will tell you." Hearing this, the old woman turned red with rage. She cursed Belay, "From now on whatever ugly word you utter will leave a scar on your face." "Go away," shouted Belay , and continued to play with his cat.
Suddenly, the cat flung its paw and scratched his forehead giving him his first scar. Belay continued to utter impolite words,and have scars until one day he got tired and began to sob.

When his father came to his room to comfort him, he said "Please, Dad, leave me alone." The moment he uttered "please" the scar on his forehead disappeared. Belay realized what was to be done next. The next morning was beginning of new life for Belay. He talked politely with every one and with each polite word his scars disappeared. That evening, while Belay was outside, He saw the same old woman. The woman smiled and said, "I hope you won't forget the lesson ever!"

Assessment:

Encourage them to tell their answers to their classmates (to the class) turn by turn. This will give you an insight about their progress in listening ability. Write the correct answers on the blackboard as follows.

Answers

1. please , thank you ,sorry , etc .
2. snatch
3. Ugly word
4. impolite words
5. please
6. please
7. talked politely
8. thank you

Lesson 2: Saying Words, Phrases and Expressions aloud

* *The learners will be able to say some polite words, phrases and expressions after their teacher. They will also be able to practice pairs of conversations with polite expressions.*

Subject matter:

- ✓ Uttering/ saying polite words, phrases and expressions correctly

Materials:

- ✓ Lists of polite words, phrases, expressions and conversations.

Presentation:

- ✓ Model the pronunciation of the lists of words, phrases, expressions and conversations presented in students' textbook.

Procedure:

1. Introduce the lesson of the day: saying words, phrases, expressions and conversations aloud.
2. Say each polite word, phrase, expression and conversations aloud to model the pronunciation for them.
3. Now tell them to say each word, phrase, expression and conversation after you.
4. Notice their pronunciation and say the correct pronunciation for them if they miss-pronounce any of the words, phrases and expressions.
5. Encourage them to say each of the words, phrases and expressions by themselves and check their pronunciations.

Assessment:

- ✓ Check their pronunciations and remodel if they have difficulty in saying them correctly.

Teacher's Activity 1

1. Read the polite words, phrases and expressions listed in the table under "*Activity 1"* in the learner's text book aloud and tell them to say each word, phrase and expression aloud after you.
2. Check if they pronounce each word phrase and expression correctly. If they get difficulty to pronounce any of them, say it again for them and encourage them to repeatedly say it correctly.

Teacher's Activity 2

1. Direct the learners to read the pair of conversations presented under *"Activity 2"* in their text book.
2. Then, read each conversation for them before they practice them with their friends sitting beside them (pair work)
3. Now, tell them to practice the conversations with their friends.
4. Move around and facilitate their activity and offer help if they need any.
5. Encourage them to practice each repeatedly and to say them orally if they can.

Section 2: Polite words, phrases and expressions

* *The purpose of this section is to help learners study polite words, phrases and expressions and use them properly.*

Lesson 1: Studying words related to good manners

* *The learners will be able to learn words and phrases related to good manners and use them in*
* *their speeches and writings properly.*

Subject matter:

- ✓ polite words, phrases and expressions

Materials:

- ✓ Lists of polite words, phrases, sentences and pictures that represent good manners

Presentation:

- ✓ Read each word , phrase and expression aloud and explain each activity to make them clear for the learners.

Procedure

1. Introduce the lesson of the day: studying polite words, phrases and expressions.
2. Read the lists of words in the table aloud.
3. Tell them to choose appropriate word or phrase from the list in the table to complete the sentences under *activity 1* in their text book.
4. Encourage them to tell their answers to the class turn by turn and write the correct answers on the blackboard as they tell their answers.

Assessment

- ✓ Their responses will give you an insight about their ability to use the words , phrases and expressions related to good manner.

Answers

1. thank you
2. sorry
3. please
4. polite
5. don't be rude

Teacher's Activity 1

- ✓ Direct them to choose appropriate word or phrase listed in the table under "Activity 1 in students' text book to complete the sentences under the same activity

Teacher's Activity 2

1. The pictures under "*Activity 2"* in students' text book represent different polite words, phrases or expressions in English.
2. Thus, tell them to look at each picture and complete the sentences using appropriate phrases or words from the bracket.

Assessment:

- ✓ When they complete the activity, encourage them to tell their answers to the class. Write the correct answers on the blackboard as they tell their answers turn by turn.
- ✓ This gives you an idea about their knowledge of polite words, phrases or expressions.

Answers

1. please
2. welcome
3. thank you
4. for the gift
5. I am sorry

Section 3: Short and long vowel sounds

* *The purpose of this section is to enable the learners to identify short and long vowel sounds in words and to pronounce words with short and long vowel sounds accurately and properly. Therefore, in order to achieve such purpose, the learners should be engaged in different activities under the lessons in this section properly .*

Lesson 1: Studying short vowel sounds / i/ and / e/ and long vowel sounds / i: / and / ei /

* *The learners will be able to identify short vowel sounds /i/ and /e/ and their respective long vowel sounds /i:/ and /ei/*

Subject matter:

- ✓ pronouncing short and long vowel sounds in words correctly

Materials:

- ✓ Lists of pairs of words with short and long vowel sounds and pictures

Presentation:

- ✓ Read each pair of words to model correct pronunciations of short and long vowel sounds presented under "*Activity 1* " in students'text book .

Procedure

1. Introduce the lesson: *long and short vowel sounds, i/ i: and e/ei*
2. Tell them to listen when you pronounce each pair of words with short and long vowel sounds in sequence.
3. Now tell them to listen and repeat the pair of words after you and notice their pronunciations to give appropriate feedback immediately by modeling the one with incorrect pronunciation again.
4. Read each pair repeatedly until the learners master the pronunciations of short and long vowel sounds in the words.
5. Now direct them to relate long and short /i/ sounds and the pictures presented under "*Activity 2*" in students' text book.
6. Read the pairs of words (example, bike and fish) for them and encourage them to repeat each after you.

Teacher's Activity 1

1. Read the pairs of words for short and long vowels in sequence to show the learners the difference between the short and the long vowel sounds in the words.
2. Encourage the learners to read the words aloud after you repeatedly until they master the correct pronunciations.

Assessment:

- ✓ Check their pronunciations as they read each pair of words after you and make them pronounce the correct ones if they mispronounce any of the vowel sounds in the words they practice.

Lesson 2: Relating words with long /ei/ and short /e/ vowel sounds

* *The learners will be able to reinforce their knowledge of long / ei / and short /e/ vowel sounds in words and pronounce them correctly.*

Teacher's Activity 1

- ✓ Direct the learners to study the words with short /e / and long /ei/ listed in the two columns of the table under " *Activity 1*" in students' textbook.
- ✓ When they complete studying the pair of words with short and long vowel sounds , read each pair in sequence and tell the learners to repeat them after you. Make them practice well so that they could master their pronunciations.

Teacher's Activity 2

- ✓ Now lead them to relate the words they have studied or practiced and the pictures presented parallel to them.

Section 4:Expressions for asking and giving permission

* *The main goal of this section is to enable learners know /learn the appropriate expressions to ask for and give permission in English and to use the expressions they learn accurately for communication*

Lesson 1: Expressions for asking permission

* *The learners will be able to identify the expressions for asking permission and use them accurately.*

Subject matter:

- ✓ Expressions for asking permission

Materials:

- ✓ Example expressions for asking permission

Presentation:

- ✓ Introduce the lesson :Expressions for asking permission with few examples written on the chalk board.

Procedure

1. Introduce the lesson of the day using few examples of expressions for asking permission on the chalk board.
2. Tell them to copy the examples you have written on chalk board.
3. Direct them to study the example expressions presented under *"Activity 1"* in their text book
4. Give them a few minutes to study them well.
5. Ask them to use one of the expressions to ask permission from their classmate sitting beside them.
6. Give opportunity for different learners in the class to use different expressions they have studied.
7. Their use of the expression to ask permission from their friends will give you some insight about the extent of their learning the expressions they have studied so far for asking permission.

Teacher's Activity

- ✓ Read the example expressions presented under "*Activity 1"* in students' textbook one by one.
- ✓ Now tell them to study the example expressions you have read for them.

Assessment

- ✓ The examples they use will be useful to check their understanding of the expressions for asking permission and can direct your teaching such expressions (to teach further or complete this lesson)

Lesson 2: Expressions for giving permission

* *The students will be able to use the expressions for giving permission accurately when they are asked for some permission*

Subject matter:

- ✓ Expressions for giving permission.

Material:

- ✓ Sample example expressions for giving permission and dialogue for practice

Presentation:

- ✓ Introduce the lesson of the day and direct learners to study the expressions given under " *Activity 1*" in their text book.

Procedure:

1. Revise the previous lesson before presenting expressions for giving permission.
2. Introduce the lesson of the day by writing the topic and few example expressions for giving permission along with parallel expressions for asking permission.
3. Underline the expressions for giving help , which you have written on the blackboard.
4. Show them the relation between the expressions for asking and giving permission on the chalk board . This help them to notice the uses of the two in communication.
5. Encourage them to use at least one expression for asking and parallel expression for giving permission orally with a friend sitting beside them.

Assessment:

✓ Their answers for matching activity will show their progress in learning and using expressions for asking and giving permission properly.

Answer

1. A 2. C 3. A (possible) 4. B 5. D or E

***Note*: Both answers are correct but "D" is for not allowing where as " E" for allowing to take the pencil**

Teacher's Activity 1

1. Revise the previous lesson before you introduce the lesson of the day as the two lessons are closely related.
2. Then, write few examples for asking permission along with the expressions that offer the requested permission on the blackboard. This can give them opportunity to relate the expressions for asking and giving permission.
3. Next, read the lists of expressions for giving permission presented under " Activity 1" in students' textbook for the learners before you tell them to study the given expressions
4. Now tell them to study the expressions listed in their textbook.

Teacher's Activity 2

1. Tell them to match the expressions listed under asking for and giving permission under "*Activity 3* " in their textbook.
2. You will also be able to evaluate their learning and using the expressions accurately, or you can use it to assess their progress in learning and using expressions for asking and giving permission.

Teachers' Activity 3

1. Read the dialogue presented under " *Activity 3*" in their text book with natural speaking tone for your learners as it is a natural dialogue between two friends.
2. Then encourage them to practice the dialogue with their friend as natural dialogue between them. This time move around and follow up what they do and assist them if they need any.
3. This dialogue can be dramatized to present it the next or another day if you train and encourage them to do so . This will help to develop their speaking skill and confidence.

Teacher's Activity 4

1. Encourage them to write 5 sentences of their own to ask permission. Write the example given under "Activity 4" in students' text book on the blackboard.
2. Follow them by moving around, and offer help if they need any.

Section 5: Reading

* *The goal of this section is to develop the reading skills of the learners in general and their comprehension skills in particular.*

Lesson 1: Reading a short story about good manner

* *The learners will be able to remember some expressions for good manners that they studied in this unit. Basically, the learners will be able to read a short story on good manner, and identify the main idea and some specific information in the story they read.*

Subject matter:

- ✓ Reading a short story about good manners

Material:

- ✓ A short story on good manners

Presentation:

- ✓ Introduce the lesson and direct the learners to do all the activities presented under the reading section.

Procedure

- ✓ Introduce the lesson: *Reading a short story on good manners*.
- ✓ Write the topic of the story on the blackboard.
- ✓ Before the learners read the story direct them to read the question and the example answer in *Activity 1* under reading section.
- ✓ Encourage them to tell the class the common expressions for polite manners orally as they are asked in *Activity 1*.
- ✓ Direct the learners to read a short story on good manners.
- ✓ Tell them to write true or false beside correct and wrong statements respectively as they read the story presented for them.
- ✓ Ask the learners to tell their answers when they finish the activity and write the correct answers on the blackboard.
- ✓ Direct them to another activity, completing sentences with words or phrases from the story they have read.
- ✓ Give the learners opportunity to reflect their answers and write the correct ones on blackboard for them to check and correct their answers.

Teacher's Activity 1

1. Ask them to tell the common expressions for good manners before they read the short story.
2. The question is presented under *Activity 1* in their text book.
3. Encourage them to tell their classmates the common expressions they know and write what they say on blackboard.
4. When the expression they give is incorrect , write the correct version to give them lesson without mentioning their mistakes.

Teacher's Activity 2

1. Direct the learners to read the short story presented under " *Activity 2* " in their text book.
2. In addition, tell them to write "true" or " false" beside the statements presented under " Activity 3" in their text book to show correct statements and wrong statements as they read the short story.

Teacher's Activity 3

- ✓ When they finish reading the short story and answering true false questions, ask them to tell their answers to their classmates and write the correct answers on the blackboard

Answers

1. False 2. False 3. False 4. True 5. False

Teacher's Activity 3

- ✓ Activity 4 under reading section in the students' text book asks the learners to complete sentences with appropriate words or phrases from the short story.
- ✓ Therefore, tell them to complete the sentences taken from the short story with appropriate words and phrases from the text.
- ✓ When they complete *activity 4*, encourage them to tell their answers to the class and write the correct answers on the blackboard.

Answers

1. twin brothers
2. their hearts and minds
3. doing chores
4. appreciated, lend a hand

Section 6: Writing

* *The main aim of this section is to develop the writing skills of the learners. Thus, engaging the learners in different writing activities given under the lessons in this section appropriately and effectively is vital to achieve the main goal of this section.*

Lesson 1: Writing Words and Phrases Related to Good Manners

* *The learners will be able to remember the words and the phrases related to good manners, which they have studied in this unit (8)*

Subject matter:

- ✓ Writing words and phrases

Material:

- ✓ Lists of words and phrases related to good manners

Presentation:

Introduce the lesson of the day, explain each activity given under the lesson and givie answers and feedback whenever necessary.

Procedure:

1. Introduce the lesson of the day , write words and phrases related to good manners.
2. Direct the learners to read the lists of words given under "*Activity 1*" in their text book and write more words and phrases they know.
3. Ask them to tell the words / phrases they have listed to their classmates.
4. Write the words / phrases they forward on the blackboard if the words/ phrases are related to good manners.
5. Tell the learners to copy the table presented under " *Activity 2"* in their text book
6. Then ask them to copy what they have listed under "*Activity 1*" in the table by categorizing them into good and bad manners under the 1st and 2nd column of the table respectively
7. Check their words by listing them on the blackboard to see if they have identified words related to good manners and bad manners properly.
8. Add more words under each category to expand their knowledge of words / phrases related to good manners and bad manners.

Assessment

- ✓ Their lists of words will suggest the extent of their learning new words / phrases related to good manners in the unit.

Teacher's Activity 1

1. Tell the learners to copy words of good manners listed under "Activity 1" in their text book.
2. When they finish copying , tell them to write more words or phrases they know or learned , and move around to check if they are writing the words.
3. Ask them to tell their words to their classmates and write some of them on the blackboard

Teacher's Activity 2

1. Direct the learners to copy the table under "*Activity 2*" in their text book.
2. When they finish copying the table, tell them to write what they have listed under "Activity 1" in the table by categorizing the words / phrases into good and bad manners under the 1st and 2nd column of the table respectively.
3. Then, Check their words by listing them on the blackboard to see if they have identified words related to good manners and bad manners properly.

Teacher's Activity 3:

1. Direct them to form a group of two (pair)
2. Now tell them to write the necessary rules for their class and write the example given under activity 3 in their text book on the blackboard so that they could get the idea of writing the necessary rules for their class.
3. When they complete the activity, ask each pair of students to read their rules to the class and write them on the blackboard to show how their rules can be useful for the class.
4. If paper is available, make one of the learners copy their rules and put it on one side of the wall in the room.
5. Finally, tell them that the class should obey the rules after such session.

Lesson 2: Writing correct sentences

* *The learners will be able to write correct sentences*

Subject matter:

- ✓ writing sentences

Material:

- ✓ Jumbled up words to correct them and examples.

Presentation:

- ✓ Introduce the lesson of the day: *writing correct sentences*.
- ✓ Explain the elements of a sentence in English, subject, verb and (object)
- ✓ Write examples of correct statements and questions in English on the blackboard.

Procedure:

1. Introduce the lesson of the day. Tell them what sentence is, what elements are necessary to write meaningful sentence etc.
2. Write examples of correct statements and questions on the blackboard
3. Direct them to do each activity under this lesson properly.
4. Check their sentences to see the extent of their progress in writing at least at sentence level
5. Assess their work as they write or when they ask you to check.
6. Accept their responses and write them on the blackboard, particularly the correct sentences.

Teacher's Activity 1

1. Tell them to read and rearrange the jumbled up words under "*Activity 1*" in their text book to write correct sentences. In addition, remind them to see the example given to them.
2. Encourage them to tell their correct sentences and write them on the blackboard. Their answers can help you to assess their progress in terms of writing sentences. This in turn will shape your teaching and their learning.

Answers

1. Is Abebe a rude boy?
2. Children should obey their parents
3. It's good to be polite .
4. We have to follow examples of good people .
5. Our teacher likes hard working students

Teacher's Activity 2

1. Direct them to copy the example and the lines given under "*Activity 2*" in their text book
2. When they finish, tell them to write short sentences related to good manners. Remind them to read the example given to them as it can help them to create their own.
3. Go around and check their sentences. Give them any support they need and feedback.